



The Experiences and Outcomes of Campus Connections Aotearoa | Tūhono Aioipipi Youth Mentees and University Student Practitioners



Quantitative Evaluation Report 2017-2019



**THE UNIVERSITY OF
AUCKLAND**
Te Whare Wānanga o Tāmaki Makaurau
NEW ZEALAND

Enriching lives through youth mentoring



Acknowledgements:

The Campus Connections Aotearoa (CC-A) Leadership Team would firstly like to thank the young people and students who participated in the evaluation research component of CC-A and thus made it possible. We would also like to thank the young people's whānau members, the Waitakere Alternative Education Consortium and Alternative Education provider staff for their partnership and collaboration. Further, we are grateful to the Dean of the Faculty of Education and Social Work and the Heads of Schools of Learning Development and Professional Practice and Counselling, Human Services and Social Work for supporting student involvement in the CC-A programme and evaluation research. We also give sincere thanks to Rochelle Wong for her support with data collection and Nan Wehipeihana for sharing her phenomenal expertise and advice as an external cultural and evaluation consultant and critical friend throughout the project. We gratefully acknowledge funding support for the research from the School of Counselling, Human Services and Social Work at the University of Auckland, Vodafone New Zealand and the Vodafone New Zealand Foundation.

Conflicts of Interest:

The authors of this report are members of the CC-A Governance Board and/or programme staff and are responsible for overseeing CC-A's development and operations as well as its internal evaluation research programme.

How to Cite This Report:

Deane, K.L., Bullen, P., Wilder, K., & Williamson-Dean, R. (2020). The impact and experiences of Campus Connections Aotearoa | Tūhono Aioipī youth mentees and university student practitioners: Quantitative evaluation report 2017–2019. University of Auckland. <https://campusconnections.blogs.auckland.ac.nz/files/2016/06/CC-A-Evaluation-Report.pdf>



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Glossary

Key Term	Definition
Youth Mentee	A young person aged 13-16 who is enrolled in Alternative Education (AE) and participates in the Campus Connections Aotearoa (CC-A) programme.
Student Mentor	A University of Auckland (UoA) student serving as a mentor to one or more youth mentees involved in the CC-A programme. CC-A student mentors are drawn from various UoA programmes and earn credit for their participation through a course connected to the CC-A programme.
Mentor Coach	A University of Auckland student who assumes a leadership role within the mentoring team. Mentor Coaches are responsible for supporting or 'coaching' a small subgroup of mentors and mentees, called a mentoring whānau, within the CC-A programme.
Community Mentor	A student who participates in CC-A by supporting a range of programme activities but is not matched with a youth mentee, either on a temporary basis or for the duration of the 12-week delivery cycle.
Counselling Student	A postgraduate student interested in developing counselling skills for working with youth and either enrolled in a counselling course connected to CC-A and/or gaining supervised practice hours towards their UoA qualification by serving in a counselling capacity with CC-A youth mentees.
Supervisor	An individual who provides professional support to enable practitioners to develop their knowledge and competence and promote the safety and wellbeing of programme participants. The CC-A leadership team perform this function within the CC-A programme.
Student Practitioners	General term used to refer to the entire contingent of university student participants. That is, mentors, mentor coaches, community mentors, and counselling students involved in the CC-A programme.
Research Participants	Individuals (student practitioners and youth mentees) involved in the CC-A programme who consent to participate in the formal evaluation of the programme. All student practitioners (excluding student counsellors) and youth mentees are invited to participate, however, not all consent to participate in the research.
Cohort	The term used to refer to the group of individuals (student practitioners and youth mentees) participating in a specific CC-A programme delivery cycle.
Alternative Education (AE)	An intervention designed to support students who have had difficulty attending or functioning well in mainstream schools and have subsequently been alienated from a traditional education setting.
Statistical Significance	A mathematical process that determines the likelihood that an observed difference between two or more scores (variables) is due to chance (i.e. luck). If the computed likelihood is less than 5%, the difference between the scores is said to be a 'statistically significant' and not due to chance.

Effect Size

A quantitative measure of the magnitude or size of an observed difference between two or more variables. The larger the effect, the stronger the relationship. In this report, two different techniques were used to measure effect size - Cohen's 'd' and Cliff's Δ . Cliff's Δ is a non-parametric measure while Cohen's 'd' is a parametric measure that is based on assumptions about the nature (distribution) of the data.

Box and Whisker Plots

Boxplots, as used in many of the graphs in this report, visually represent the distribution of quantitative data. Respondent scores are ordered and sorted into four groups or quartiles based on the distribution of the data. The middle section of the boxes represent the middle quartile (50% of respondent scores). The upper and lower quartiles are represented by the top and bottom lines of the box. The upper and lower whiskers represent scores outside the middle 50%, i.e. 25% of responses fall below the lower quartile and 75% of responses fall above the upper quartile. The bottom and top of the whiskers show the "minimum" and "maximum", representing the 25th percentile - (1.5 x the interquartile range) and the 75th percentile + (1.5 x the interquartile range), respectively. The 'x' indicates mean and the horizontal line represents the median score. Outliers are represented by circles.



Highlights

This report presents key findings from the evaluation of the Campus Connections Aotearoa (CC-A) programme from 2017 to 2019 using a combination of visual and explanatory content. This section summarises some of the important findings regarding programme experiences and programme outcomes.

Programme Experiences

Clear patterns of engagement, enjoyment and value were evident:

- Youth mentees and student practitioners reported that the CC-A programme provided positive pro-social experiences, skill development opportunities, and that they felt well supported within a safe and structured programme setting.
- Youth mentees and student practitioners also rated the quality of their mentoring relationships highly.
- The attendance rate for student practitioners was very high and the attendance rate for youth mentees was on par with their attendance at their Alternative Education provider.
- Course satisfaction for the student practitioners was above-average compared to other courses offered by the Faculty of Education and Social Work and the University of Auckland more broadly.

Programme Outcomes

Participation in CC-A was associated with an increase in numerous positive developmental outcomes for youth mentees and student practitioners:

- Youth mentees and student practitioners reported that CC-A had impacted their personal growth in a range of important developmental areas, particularly with respect to interpersonal skills and social connections.
- Youth mentees reported higher self-efficacy, self-awareness, empathy towards others, and peer support at the end of the programme compared to when they started.
- Youth mentees also reported increases in emotional distress and declines in family coherence and school support over the same time period.
- Student practitioners reported significantly higher levels of mentoring self-efficacy; attunement to others; perspective-taking and problem-solving; and sociability and leadership skills, at the end of the programme compared to when they started.

The sections that follow provide an overview of CC-A and its evaluation research programme. A detailed overview of the findings regarding the youth mentee and student practitioner experiences and outcomes is presented. The report also outlines research limitations as well as priority actions for the CC-A Leadership Team based on the evaluation findings.

Introduction

Campus Connections Aotearoa (CC-A) is an evidence-informed therapeutic youth mentoring programme based on a model developed by youth development and family therapy experts at Colorado State University in the United States of America. The original Campus Connections (CC) programme was developed to proactively support marginalised and under-served young people in Fort Collins, Colorado. The CC programme concurrently addressed a call for greater integration, collaboration and resource-sharing between the university and the local community. In Aotearoa New Zealand, programme development followed an initial approach by the Ministry of Youth Development and the New Zealand Youth Mentoring Network, a needs assessment and community consultation. Dr Pat Bullen and Dr Kelsey Deane co-founded the CC-A programme, adopting the CC model and adapting it for the Aotearoa New Zealand context.

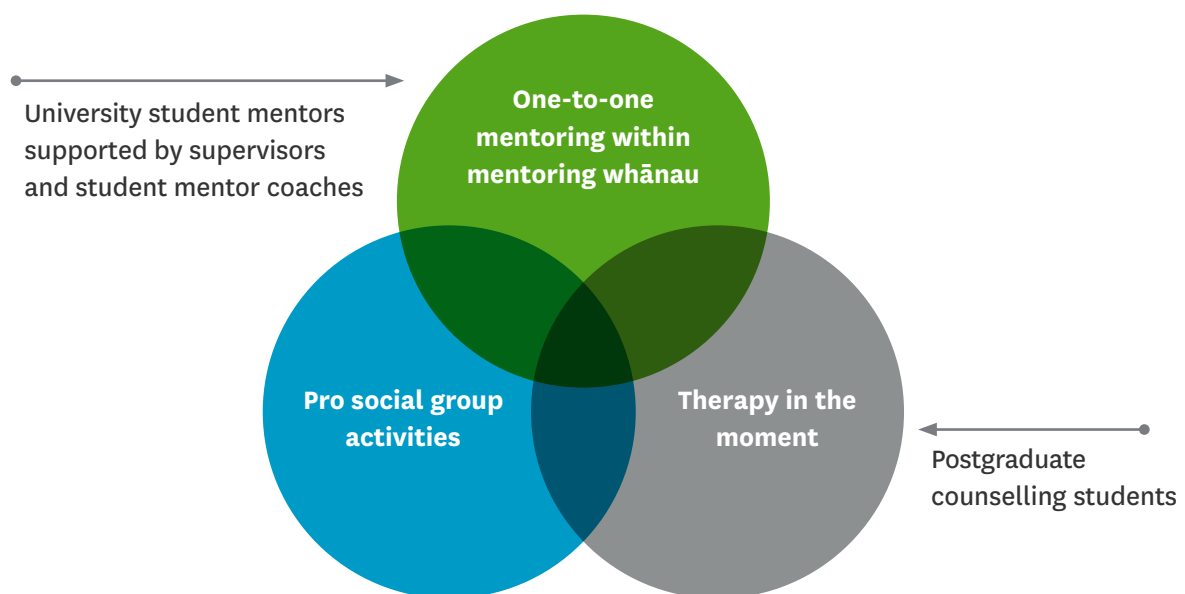
In Aotearoa New Zealand, the CC-A programme supports significantly under-served young people in Alternative Education (AE). CC-A was designed to enhance the capabilities, resilience and well-being of these young people, many of whom face complex challenges. Exclusion from school can adversely affect educational engagement and achievement, often isolating young people from other critical developmental opportunities (Bullen, Deane, Wilder, & Zoutenbier, 2020). In fact, exclusion from mainstream education is a significant predictor of long-term adverse outcomes. Aotearoa New Zealand research also demonstrates that youth in AE in New Zealand are 10 times more likely to engage in risky or antisocial behaviour and experience serious mental health challenges when compared with their mainstream peers (Clark et al., 2010; Noel et al., 2013). Youth in AE are also more likely to live in high-risk contexts characterised by intergenerational poverty, housing transience, abuse and neglect and many are care and/or justice system-involved (MoE, 2016).

From 2017 to 2019 CC-A exclusively served young people from the Waitakere region of Auckland through a partnership with the Waitakere Alternative Education Consortium (WAEC). When they entered the CC-A programme, these young people were matched with students from the University of Auckland. Through participation in CC-A, the university students were also provided with unique opportunities to gain specialised youth practice skills and receive in-situ feedback and support, increasing the likelihood that they would graduate as proficient, capable and competent youth practitioners. Given the identified skill shortages in youth support services in New Zealand, programmes like CC-A play a vital role in preparing graduates who are able to enter the workforce and immediately contribute in meaningful and impactful ways.

CC-A Programme Model

The original CC programme design was informed by evidence from community psychology, youth development and family therapy. The CC model has several points of difference to traditional mentoring programmes, making it suitable for marginalised young people commonly excluded from such opportunities due to increased risk. The CC model consists of three distinct but interconnected areas of practice – one-to-one mentoring, pro-social activities, and on-site counselling (Figure 1). All three components are included in CC-A’s programme delivery.

From 2017 to 2019 CC-A was delivered once a year over 12 weeks. The weekly programme sessions were four hours long, and took place at the Epsom Campus during the University of Auckland’s second semester (August–November). During each programme session student mentors, who have a peer-like appeal, led youth mentees through a series of pro-social activities designed to be intrinsically engaging for the young people. Student mentors also spent time with each youth mentee focusing on the young person’s personal development, for instance assisting with their social and psychological needs or academic and career aspirations. Youth-friendly student counsellors were available on-site throughout the duration of the programme, removing barriers youth often face in accessing therapeutic support. Student counsellors, along with all other student practitioners, were fully supervised by the CC-A leadership team. The leadership team consisted of the two Co-Directors and a Case Manager (a qualified social worker, counsellor and professional supervisor). Multiple mentor-mentee pairings were grouped together to form a mentoring whānau which was overseen by a more experienced mentor coach. This innovative structure (mentoring pairs within supervised mentoring whānau groups), and pro-social atmosphere, helped to mitigate risks (such as relationship abandonment, negative role-modelling, and peer contagion effects) associated with under-supervised, community-based mentoring among youth living in-risk. A detailed image of CC-A’s programme structure can be found in Appendix A.



A powerful multi-level therapeutic mentoring programme designed to help support young people with complex needs

Figure 1. CC-A’s Innovative Programme Design

CC-A (i.e. the Aotearoa version of the programme) was culturally adapted from the original CC design to ensure it would meet the needs of Māori and Pacific youth. This was because reports indicated that there was disproportionate representation of both Māori and Pacific students in AE (Education Review Office, 2011). The cultural adaptation process was led by PhD researcher, Yvonne Ualesi, and informed by the young people themselves, their whānau members, Māori and Pasifika researchers, youth practice experts, advisors, and kuia from the Waitakere region. The CC-A leadership team also received (and continues to receive) ongoing consultation support from external Developmental Evaluation expert and Māori cultural advisor, Nan Wehipeihana. Whilst formative evaluation data on the success of the cultural adaptations continue to inform programme development efforts, deeper analysis of the culturally-focused research data is ongoing and will form the basis for a separate report when the results are finalised.

CC-A Programme Evaluation

CC-A programme data were collected each year based on a theory-driven, quasi-experimental (single group, pre-post) survey research design. Data were collected by members of the CC-A leadership team and, occasionally, research assistants, and involved the collection of both programme experience and outcome measures from CC-A participants (student practitioners and youth mentees) using online questionnaires. The questionnaires primarily contained standardised items obtained from previously established quantitative measures aligned with the CC-A theories of change for youth and student practitioners. However, participants were also asked to respond to a few open-ended questions about their experience.

Each year questionnaires were administered to both participant groups at early, mid and late stages of programme delivery. Questionnaire content differed slightly between the two groups to address the expected variation in the experience and targeted outcomes. The findings from the analysis of the experience and outcome measures were one source of information that fed into summative judgements of programme quality based on the CC-A Programme Evaluation Rubric (Appendix F). Evaluation rubrics describe the indicators associated with different levels of programme quality (e.g. Poor, Satisfactory, Good, Excellent) based on pre-determined evaluation criteria to enable evaluative judgements (King, McKegg, Oakden, & Wehipeihana, 2013).

This Evaluation Report

This evaluation report focuses on programme experience and outcome data collected from CC-A youth mentees and student practitioners (excluding student counsellors, due to risk of identifiability) who participated in the programme and the research between 2017 (the inaugural delivery) and 2019. See Appendix B for the profile of youth mentee and student practitioners who have been involved in the programme from 2017 to 2019 and Appendix C for a description of the quantitative measures included in this report. Data tables presenting more detailed findings for each participant group are available in Appendix D and Appendix E. Data from both youth mentees and student practitioners are included because CC-A has dual aims of supporting the positive development and well-being of under-served youth and building sector capability by growing the next generation of youth practitioners. Therefore, this report gives equal weighting to the experiences and outcomes of both participant groups.

The findings highlighted in this report are represented visually and reflect the average response across all three years (cohorts). Many of the processes and outcomes are presented as box and whisker plots (see Glossary for definition). Because the findings only speak to some of the dimensions of the holistic programme evaluation rubric relating to the experiences and outcomes for youth mentees and the experiences and outcomes for student practitioners, we only provide summative ratings for these programme quality criteria in the conclusion.

Programme Experiences

A range of indicators were used to evaluate the CC-A experience for youth mentees and student practitioners. These included research and practitioner-informed survey-based indicators developed by Search Institute and licensed by CC-A. The Search Institute (2015) survey questions measured six important domains of youth development programme quality: supportive relationships, opportunities to belong, opportunities for skill-building, support for self-efficacy and mattering, appropriate structure, and physical and psychological safety. Other measures captured mentoring relationship quality, mentor dependability, mentors' cultural responsiveness and mentees' belonging and mattering at CC-A. Any returning mentees and mentors who provided consent to participate in the research were included in the analyses for these survey measures each year they participated to capture cohort differences in their programme experiences. The total numbers from which response rates were calculated were based on a total of 75 mentees and 71 mentors.

The CC-A Leadership team tracked programme attendance for each session for all enrolled youth mentees and student practitioners and used attendance rates as an additional indicator of programme engagement. Student practitioners in the undergraduate course connected to CC-A (SOCYOUTH 300) also completed standardised university-administered evaluation surveys of their course experience at the end of the semester. The findings related to all of the above programme experience indicators are presented in this section for both participant groups (where relevant). See Tables 5 and 7 in Appendix D and E for detailed programme experience results.

CC-A Programme Quality

Youth Mentee Responses

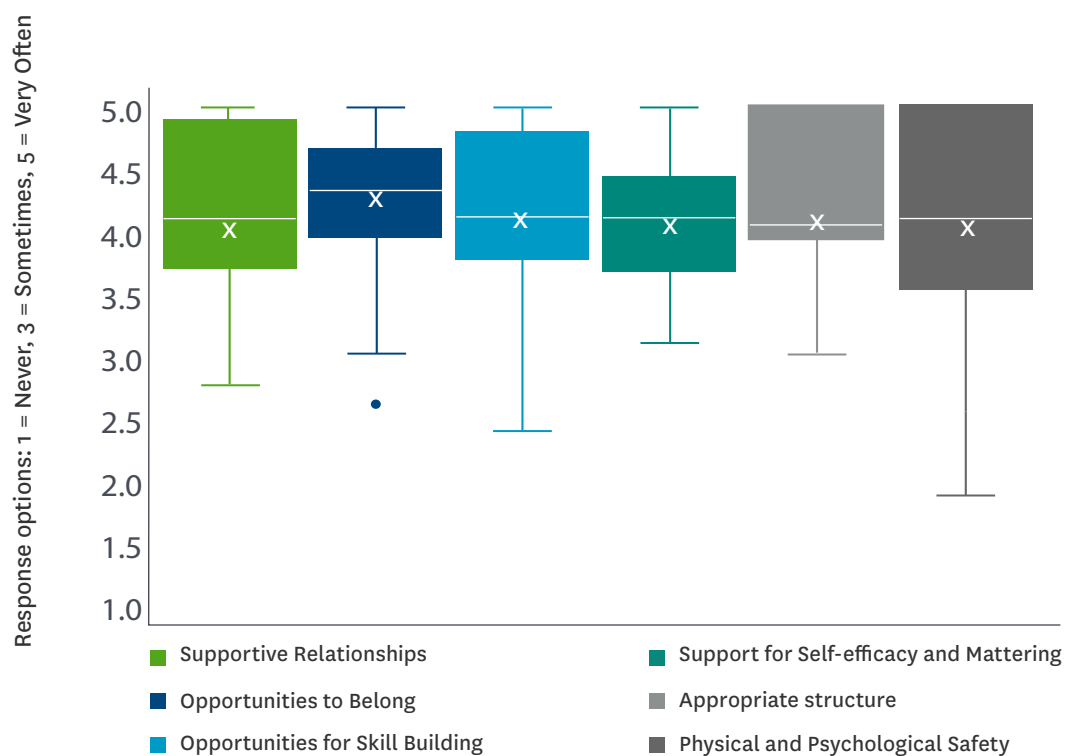


Figure 2. Youth Mentee Programme Quality Indicators

Student Practitioner Responses

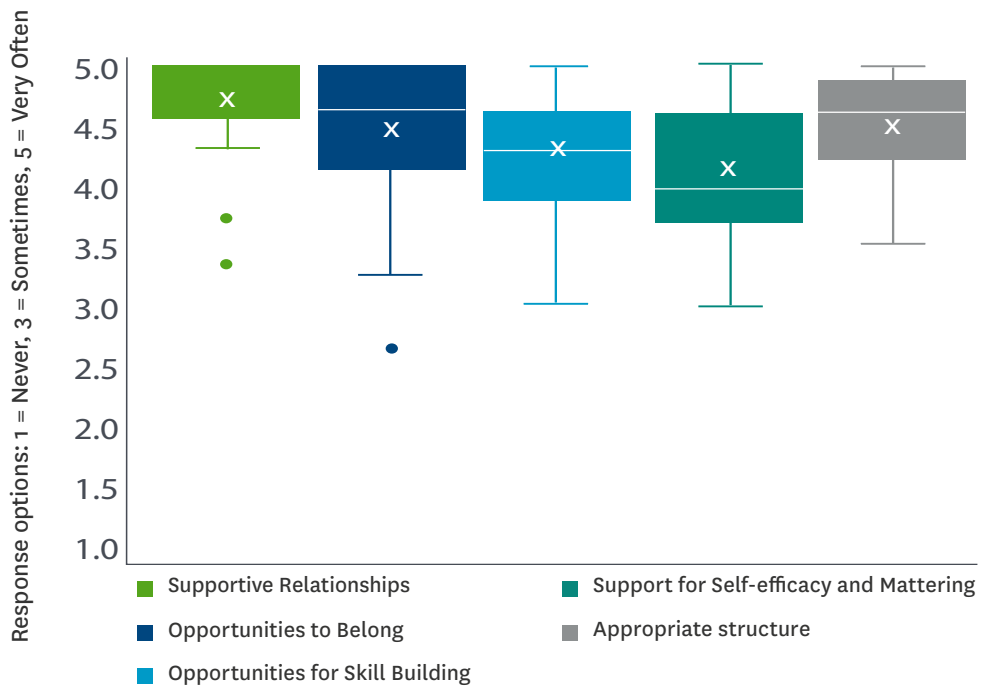


Figure 3. Student Practitioner Programme Quality Indicators

The scores for programme quality indicators, measured using the Search Institute (2015) survey, demonstrate that the majority of youth mentees and student practitioners had very positive programme experiences across the five depicted domains. Mean and median and the majority of scores fell between a 4 and 5, that is Often or Very Often (Figures 2 and 3). As a further measure of programme quality youth mentees also rated their sense of belonging and mattering at CC-A (Figure 4). The mean scores and the distribution of individual scores for these aspects of the youth mentees’ experiences were above the mid-point of the scale indicating that most young people who participated felt visible and valued at CC-A and a part of the CC-A community.

Belonging and Mattering at CC-A - Youth Mentee Perspectives

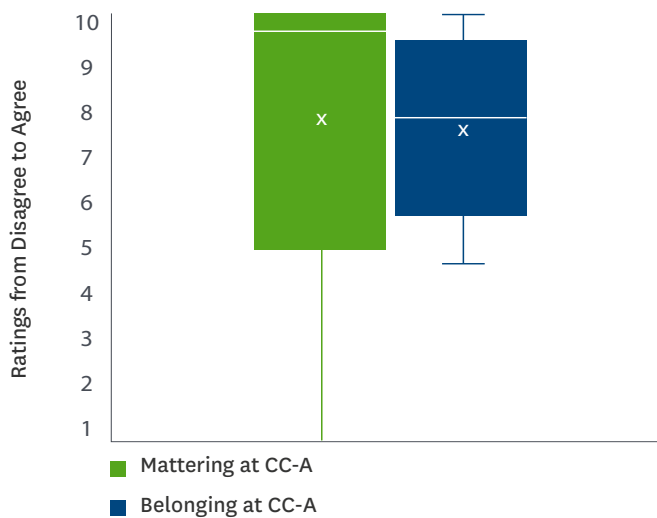


Figure 4. Youth Mentee Belonging and Mattering at CC-A

CC-A Relationships

Youth Mentee Perspectives of Mentoring Relationships

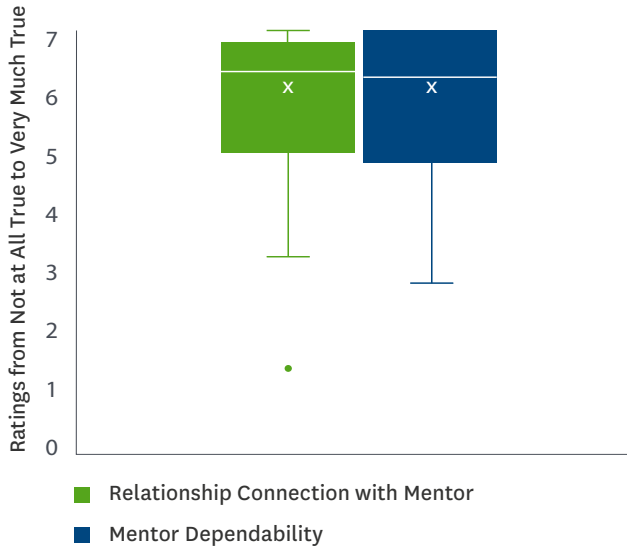


Figure 5. Relationship Quality Youth Mentee Perspectives

Student Practitioner Perspectives of Mentoring and Whānau Group Relationships

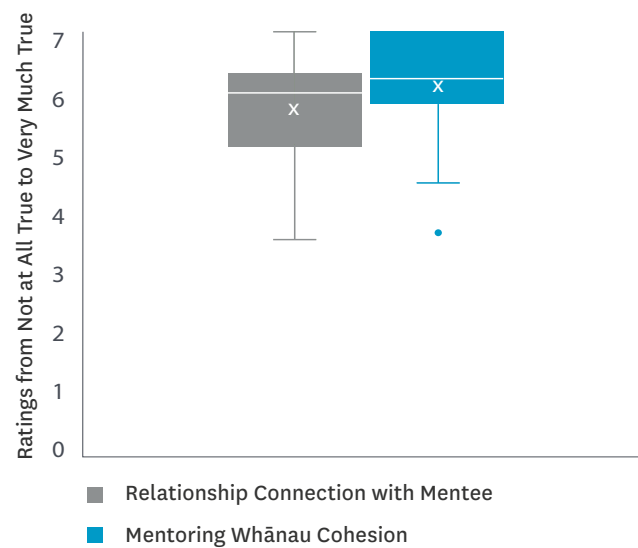


Figure 6. Relationship Quality Student Practitioner Perspectives

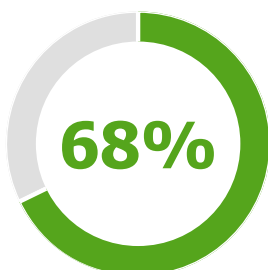
Mentor Cultural Responsiveness



Figure 7. Mentor Cultural Responsiveness

Figures 5, 6, and 7, illustrate youth mentee and student practitioner perceptions of the quality of their mentoring relationships within CC-A. Overall, student practitioners reported slightly stronger relational bonds than youth mentees across the different dimensions. For instance, while both groups rated mentor cultural responsiveness at the high end of the scale, student practitioners' self ratings of cultural responsiveness were higher than youth mentees' perceptions of their mentors' cultural responsiveness. However, both datasets indicate participants experienced high quality mentoring relationships at CC-A.

Programme Attendance



Attendance Rate For Youth Mentees



Average Overall Attendance



Attendance Rate For Student Practitioners



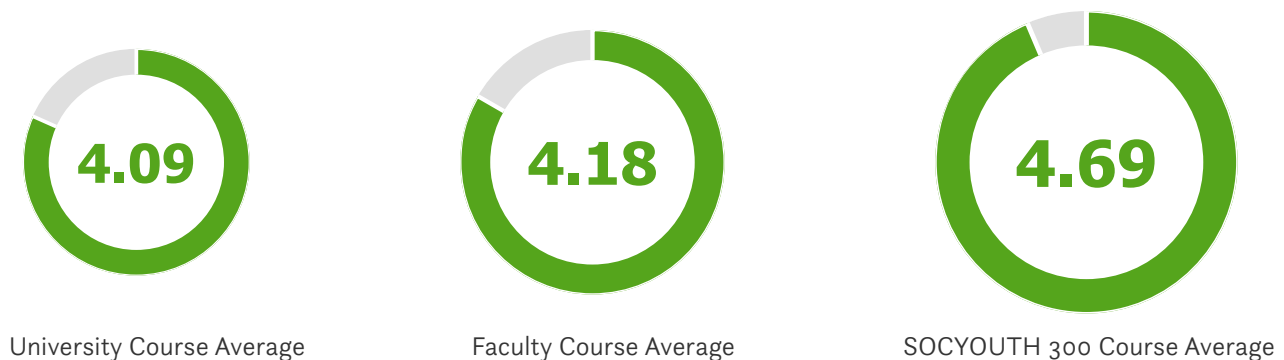
Average Overall Attendance

Figure 8. Youth Mentee and Student Practitioner Programme Attendance Rates

Attendance rates were based on organisational data collected during the programme for each cohort (Figure 8). For youth mentees, attendance rates accounted for attendance relative to opportunity, as some mentees joined after the programme start date and/or transitioned out of their AE provider before the programme end date. The student practitioners' attendance rate demonstrated very high commitment to, and engagement with, the programme. The youth mentees' attendance rate was much higher for the inaugural cohort compared to 2018 and 2019.

The Course Experience for Student Practitioners

SOCYOUTH 300 Overall Course Satisfaction Mean Scores (out of 5) Over Three Years



SOCYOUTH 300 Course Evaluation Ratings By Year (% Agree or Strongly Agree)

2017
2018
2019

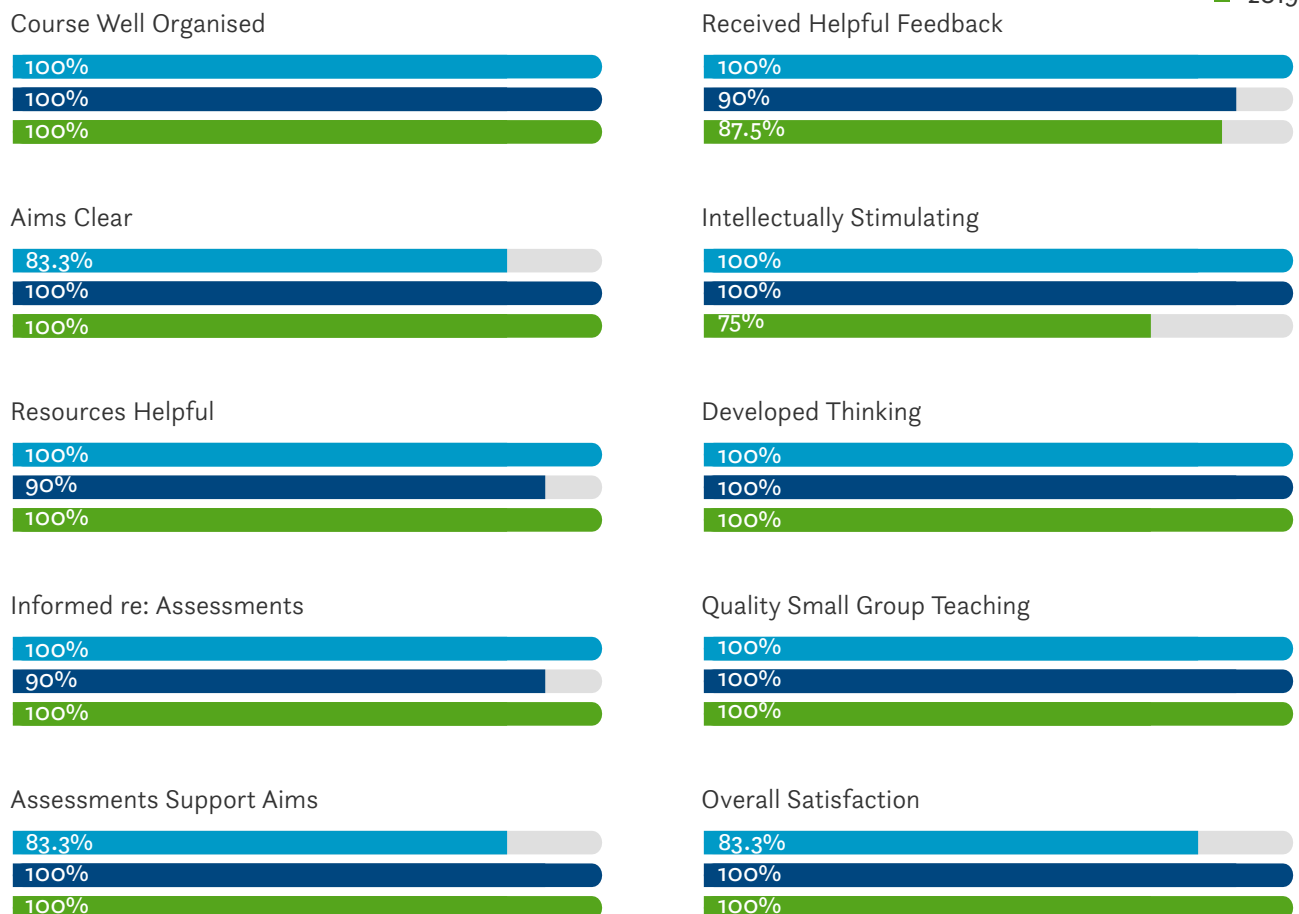


Figure 9. Student Practitioner Course Evaluation Ratings

Students' course evaluation ratings for SOCYOUTH 300 were averaged over the three years and showed very positive results (Figure 9). Students' overall course satisfaction was above the average for other courses in the same faculty and for all evaluated courses at University of Auckland over the same period. The variation in mean ratings across the three cohorts were nominal because of small cohort sizes (response rates were between 50 to 63% for each cohort).

Summary and Reflections on CC-A Programme Experience Findings

Overall, clear patterns of engagement, enjoyment and benefit were evident in the programme experience data for both programme recipient groups. On average, the youth mentees who participated in this research indicated that CC-A provided support and developmental opportunities in a safe and structured setting often or very often. Mean scores for feeling like they matter and belong at CC-A fell between a 7 and 8, on a scale from 1 to 10. Most youth mentees rated the quality of their relationships with their mentors and their mentors' dependability and cultural responsiveness at the higher end of the scale. For the student practitioners, the picture was overwhelmingly positive. They also reported numerous opportunities to belong, to build skills, and to establish supportive relationships, as well as a consistently appropriate programme structure and a safe setting with mean scores even higher (>4 = Often) than those of the youth mentees. The majority agreed that they had high-quality relationships with their mentees, they felt that they were responsive to their mentees' cultural backgrounds and perceived very strong cohesion within their mentoring whānau groups. Ratings of agreement on the quality of the undergraduate service-learning course connected to CC-A was over 90% across the three cohorts of students captured in this report. The mean score for overall satisfaction with the undergraduate CC-A course was higher than the mean score for all evaluated courses in the Faculty of Education and Social Work and all courses at the University of Auckland over the same three years.

The student practitioners' positive developmental experiences in CC-A is one likely driver of their very high attendance rate (i.e. 90% or higher for each of the three cohorts, accounting for attendance during the training sessions, lectures and programme sessions). The high expectations, communicated by the CC-A Leadership Team, of commitment to the young people is another possible factor. While the average attendance rate for youth mentees was lower than that of the student practitioners, this is expected given the challenges young people in AE contend with on a daily basis, including housing transience, mental health challenges, and poverty (Bullen, Deane, Wilder & Zoutenbier, 2020). The 68% average (based on all youth participants rather than just research participants) across the three cohorts also masks the large variance in youth mentee attendance between the 2017 and 2019 cohorts. The lower 60% attendance rate for youth mentees in 2019 was not significantly different to their attendance rate at their AE provider over the same school term. This suggests that absenteeism is driven by factors unrelated to CC-A. The 85% attendance rate for the inaugural cohort of youth mentees was an unexpected but positive surprise, according to staff from WAEC. Attendance that year may have been influenced by more strategic placement in CC-A's partner providers of young people who would be more likely to engage in the opportunity for that inaugural year.

The variation in scores captured by the wider "boxes and whiskers" in the graphs for some measures compared to others illustrates that there was variability in the individual experience and that variability was different for different measures. For instance, the boxes and whiskers for the "support for self-efficacy and mattering" programme quality domain were more widespread for both participant groups than for the other domains. The mean and median scores for this measure were the lowest ratings across the six domains for the student practitioners, whereas the domain scores were fairly consistent for the young people. These important nuances signal areas for further exploration and possibly more attention and resourcing.

The data similarly showed wider distribution of scores for the "mattering at CC-A" and perceptions of "mentor dependability" measures. Although many young people reported feeling very positive in these regards, some may not have felt as noticed and valued or that their mentors could be depended upon. This level of variation is expected in relationally based interventions such as mentoring and counselling because there are inevitable differences in match quality, and mentor and mentee motivations and skills. Nevertheless, these findings suggest opportunities and areas for increased focus in programme training and supervision.

Programme Outcomes

A range of measures were used to evaluate CC-A outcomes. A Participant Feedback Survey designed by the Ministry of Youth Development (MYD) was administered at the end of each delivery. All youth mentees and student practitioners aged 12 to 24 years who consented to participate in the evaluation research were invited to participate in the feedback survey. The MYD survey asked the participants to rate the degree to which they felt CC-A impacted a range of outcomes important for positive youth development. Since youth mentees and student practitioners meeting the eligibility criteria for this survey could respond to the survey each year that it was administered, response rates were based on the total number of youth mentees and student practitioners across the three cohorts, including returners (n = 75 and 71, respectively).

In addition, the CC-A Leadership Team administered a range of measures before or in the early stages of the programme (baseline) and near or shortly after the end of the programme (end of programme) to assess if there had been any changes in these outcomes over time. Returning youth mentees and student practitioners were only included once in the calculations for the response rates for CC-A outcomes based on pre- to post-programme changes. This calculation only captured the baseline and end of programme data for the first time returning youth mentees and student practitioners participated in the research. Respondents were also only included if they responded to the survey at both time points.

The youth mentee outcomes measured important internal strengths for healthy psychological development including positive ethnic identity development, self-efficacy, self-awareness, perseverance, self-control, empathy, emotional regulation, optimism, zest (for life), and gratitude. The outcome measures also captured important social supports such as family coherence, peer and school support, and one's sense of generally mattering to others. Affective outcomes including anger, emotional distress and depressive symptoms, and delinquent behaviour were also measured. Importantly, these items pertained to youth mentees' general perceptions not related to CC-A.

The outcome measures for student practitioners were fewer and focused on the expected gains in skills targeted by the course/programme that are important for future work in the human and health services. For example, sociability and leadership skills, problem-solving and perspective-taking skills, attunement to others (a relational skill), as well as self-efficacy for mentoring. The sections below first outline the outcomes that both participant groups felt were impacted by CC-A (based on the MYD survey). Box and whisker plots are then presented comparing baseline to end of programme outcomes, but only for those outcomes where small to large effect sizes were found, beginning with youth mentees. The section ends with the student practitioner outcomes. See Tables 6 and 8 in Appendix D and E for detailed results of youth mentee and student practitioner outcomes.

Participant Perspectives of Programme Impact

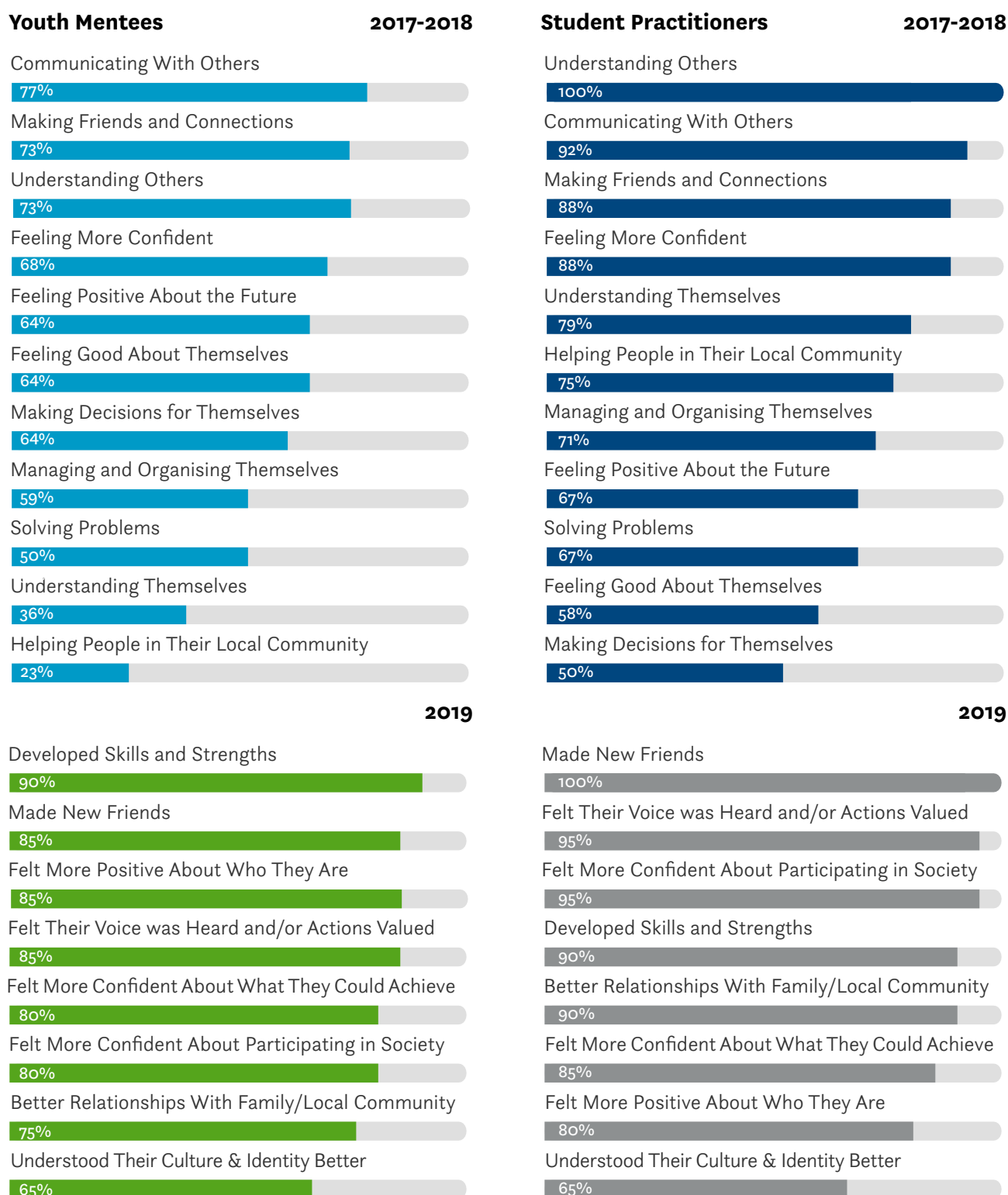


Figure 10. Ministry of Youth Development Survey Data

The MYD Participant Feedback Survey measured the extent to which participating youth mentees and student practitioners felt CC-A impacted different areas of their self-development (Figure 10). Results for 2017 and 2018 are combined, while results for 2019 are presented separately as the MYD used slightly different measures that year. At least 50% of all respondents reported that they were positively impacted by CC-A on all but two of the measured dimensions with the strongest impact for both groups being in the areas of interpersonal skills and relationships with others.

Youth Mentee Outcomes

Positive Gains in Ethnic Identity

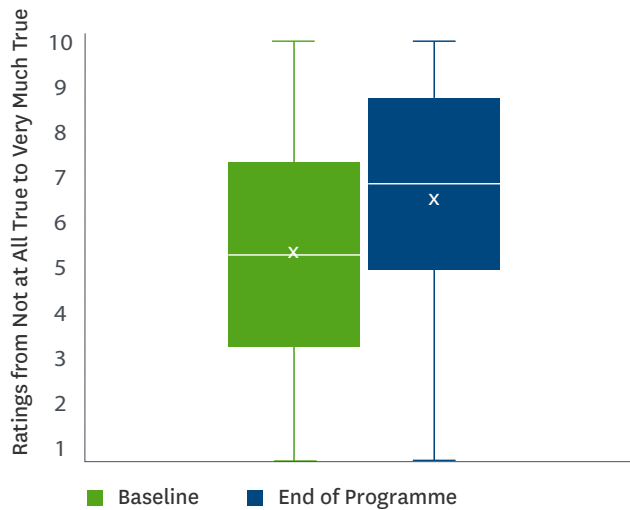


Figure 11. Youth Mentee Ethnic Identity

Positive Gains in Self-Efficacy

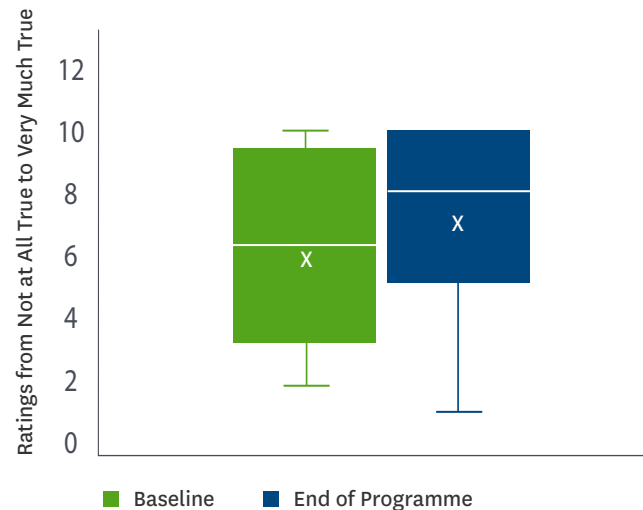


Figure 12. Youth Mentee Self-Efficacy

On average, youth mentees reported small improvements in ethnic identity development and self-efficacy from the beginning to the end of the programme (Figure 11 and 12).

Positive Gains in Self-Awareness

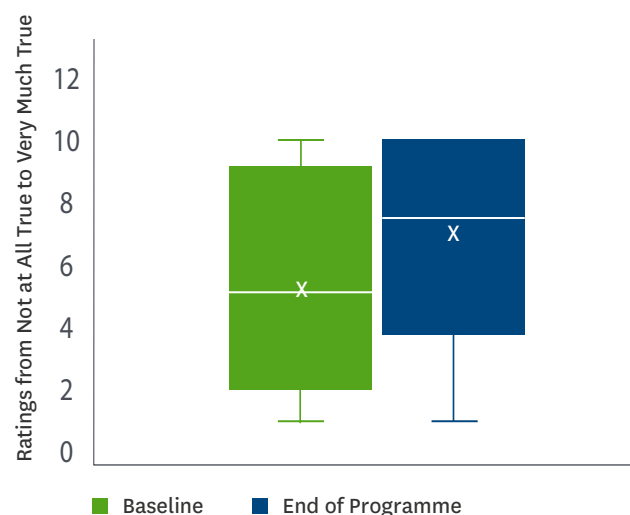


Figure 13. Youth Mentee Self-Awareness

Positive Gains in Empathy

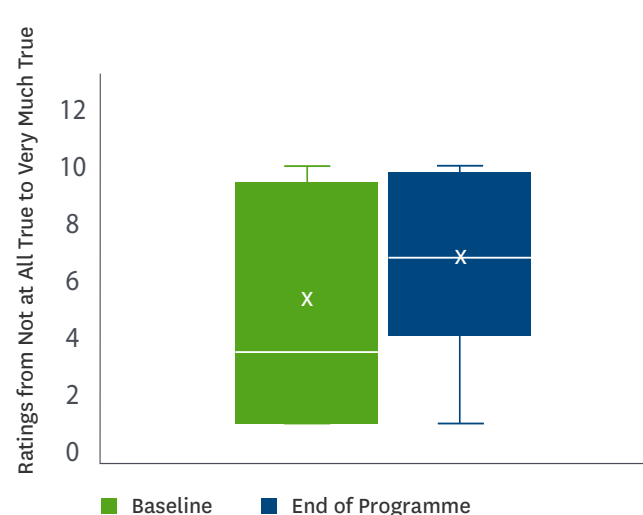


Figure 14. Youth Mentee Empathy

On average, youth mentees also reported small increases in self-awareness (Figure 13) and empathy (Figure 14) from the beginning to the end of the programme.

Positive Gains in Peer Support

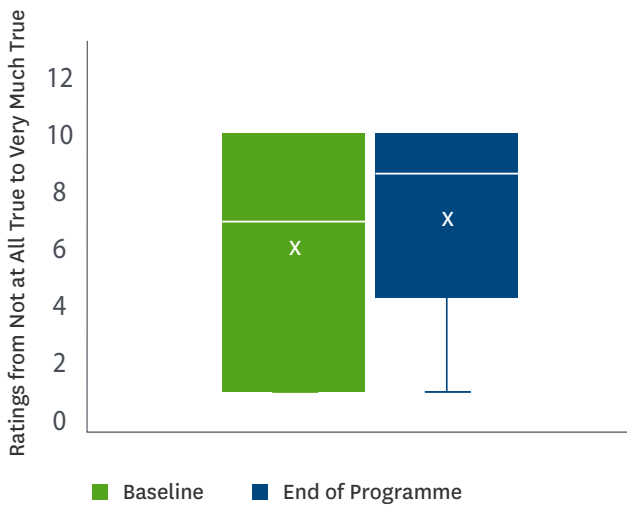


Figure 15. Youth Mentee Peer Support

Decline in School Support

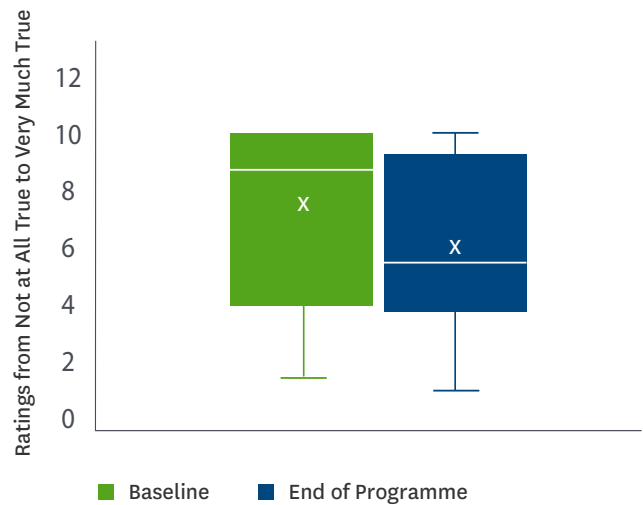


Figure 16. Youth Mentee School Support

Youth mentee ratings for survey items related to support showed a small average increase in the degree to which they felt supported by their peers over the survey period (Figure 15). Conversely, the level of support youth mentees experienced in their school setting showed a small decline from the beginning to the end of the programme (Figure 16).

Decline in Family Coherence

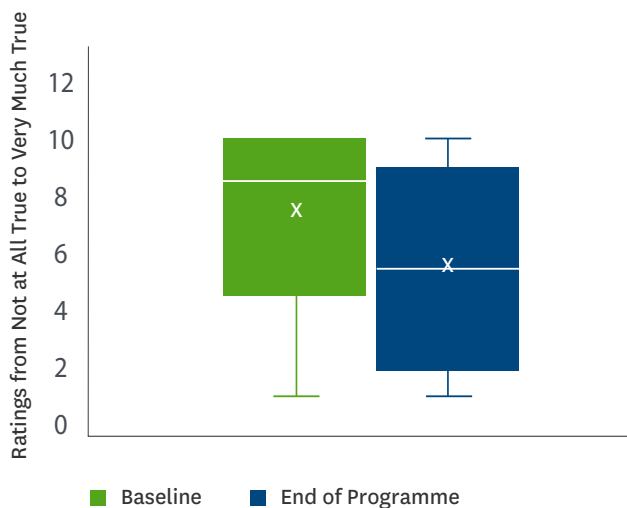


Figure 17. Youth Mentee Family Support

Increase in Emotional Distress

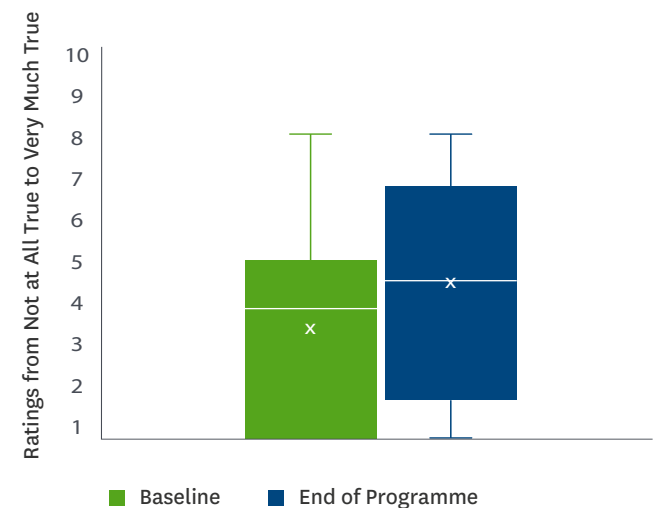


Figure 18. Youth Mentee Emotional Distress

As with school support, results regarding family coherence (i.e. stability, support, and coping) indicated youth mentees experienced reduced family support on average over the survey period (Figure 17). Moreover, youth mentee responses to measures of emotional distress showed a small average increase in the level of distress experienced from the beginning to the end of programme (Figure 18).

Student Practitioner Outcomes

Positive Gains in Attunement to Others

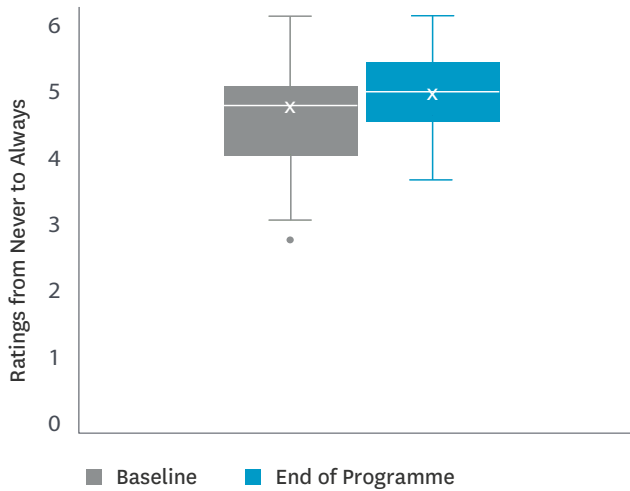


Figure 19. Student Practitioner Attunement to Others

Positive Gains in Mentoring Self-Efficacy

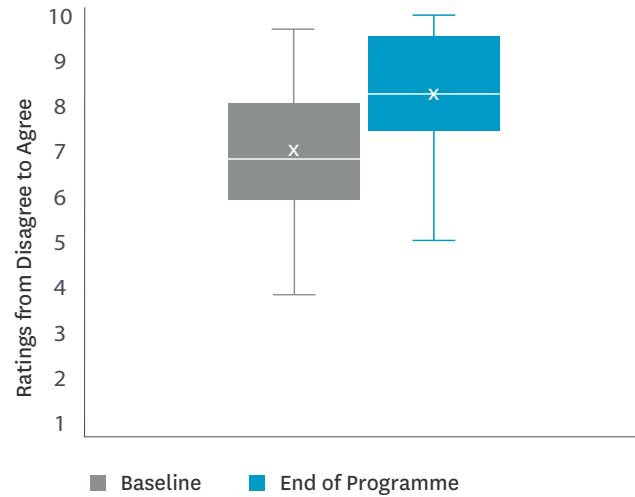


Figure 20. Student Practitioner Mentoring Self-Efficacy

Student practitioners' self-rated assessment of their attunement to others' needs showed a small to moderate increase from the beginning to the end of the programme (Figure 19). Similarly, there was a large average increase in their reports of self-efficacy for mentoring (Figure 20).

Positive Gains in Problem Solving and Perspective Taking

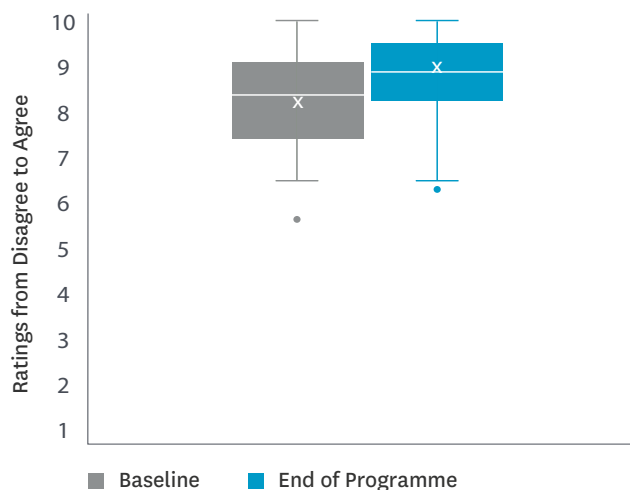


Figure 21. Student Practitioner Problem Solving and Perspective Taking Skills

Positive Gains in Sociability and Leadership Skills

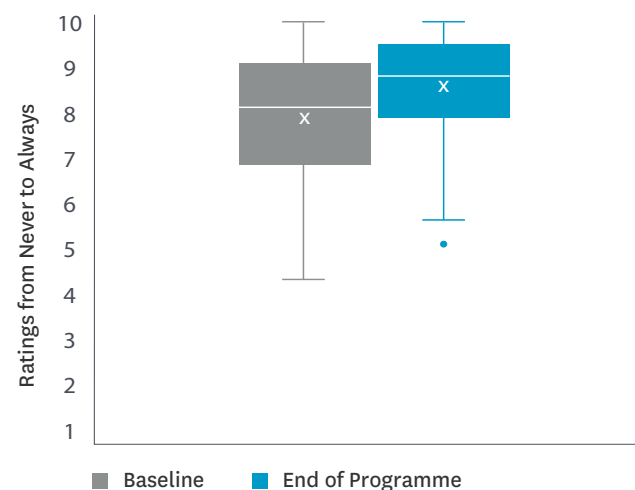


Figure 22. Student Practitioner Sociability and Leadership Skills

Student practitioners' survey results also provide evidence of small to moderate growth in the development of their problem-solving and perspective taking skills (Figure 21) and sociability and leadership skills (Figure 22).

Summary and Reflections on CC-A Programme Outcome Findings

Overall, participation in the CC-A programme was associated with a self-reported increase in numerous positive developmental outcomes for the youth mentee and student practitioner evaluation survey respondents. When asked directly if CC-A had an impact on various outcomes recognised as important for positive youth development, youth mentees and youth-aged student practitioners acknowledged the programme had a wide-ranging impact on their personal growth, particularly with respect to social skills and connection to others. Because the measures of pre- to post-programme changes in outcomes ask about general perceptions not directly tied to CC-A and assess these perceptions two times over a widespread interval, the results may be considered more robust as they are less subject to social desirability bias. The CC-A outcome findings were very promising for the youth mentee respondents and consistently positive for the student practitioner respondents.

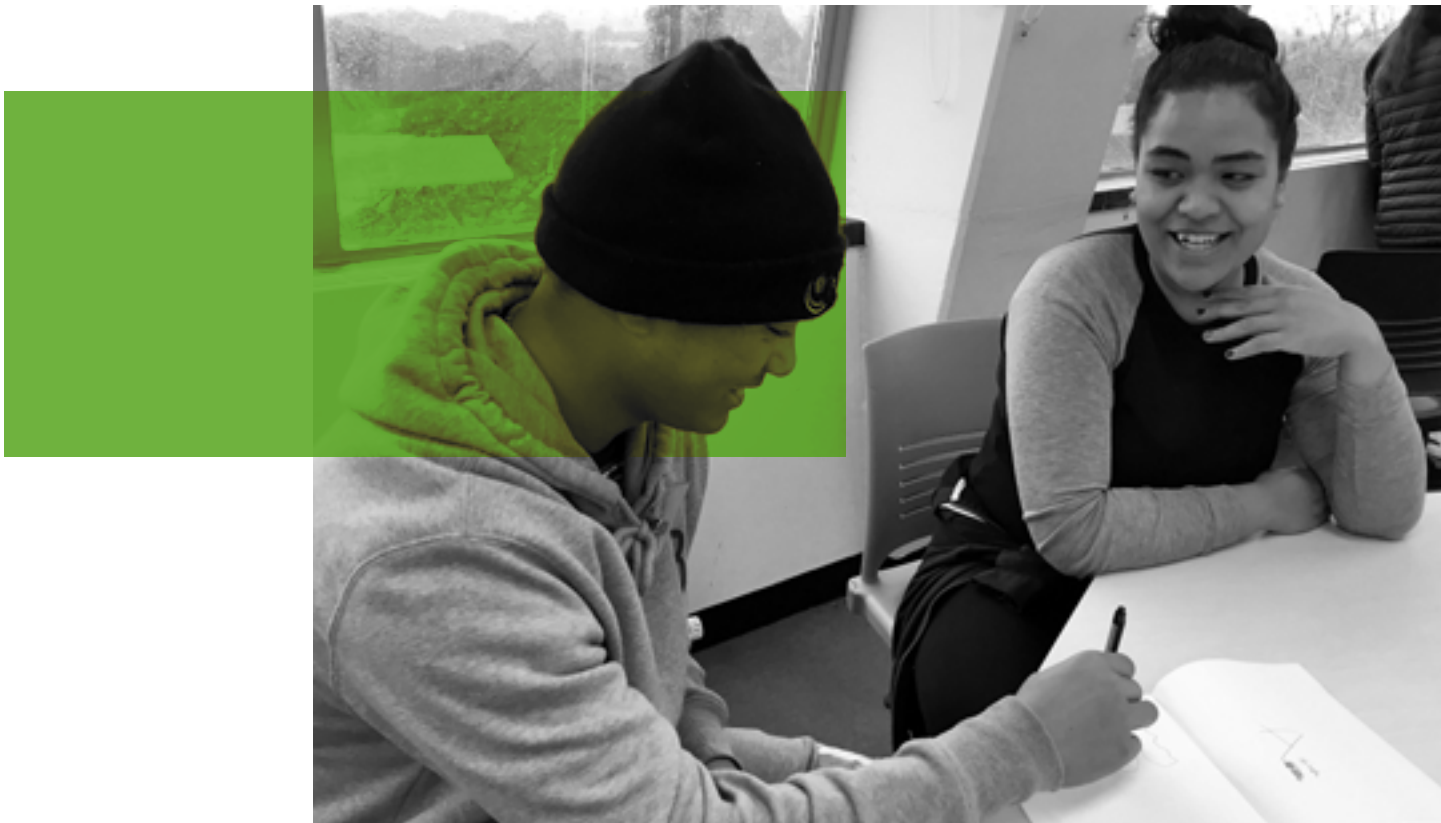
Importantly, the differential impact evident across different outcome domains aligned with the CC-A programme theory. For the youth mentees, the programme is designed to support their capabilities, wellbeing and resilience by targeting self-concept, social skills, peer and non-parental adult connections, and self-regulation outcomes. Youth mentees reported CC-A had most strongly impacted their sense of feeling more confident/positive about themselves, making friends and connections, communicating with others, understanding others, developing skills and strengths and feeling heard/valued. The gains in positive ethnic identity, self-efficacy, self-awareness, empathy and peer support from early to late stages of programme participation suggest positive impact in these areas too. There was less impact, and even concerning declines, in areas not directly targeted by CC-A. This included youth contributions to their community, family coherence and school support. While these aspects are of interest and importance, they are not currently within CC-A's scope of practice but may be targeted in the future, if appropriate levels of resourcing are secured.

Of greatest concern were the outcomes related to emotional and behavioural self-regulation as gains were not recognised in these areas, despite being directly targeted by CC-A. The increase in emotional distress from pre to post-programme is more understandable in the context of youth-reported declines in family coherence and school support. These are critical contexts for development and the youth mentees spend far more time in these contexts compared to CC-A. The timing of the programme with respect to its alignment with Term 3 and 4 of the young people's school year may also play a role. This time of year is traditionally stressful and challenging for all students given that expectations/academic demands increase as the academic year progresses. There is clear evidence of a strong association between depression and emotional distress and periods of more intense academic demands (Golding, 2012). In addition, this is a time when some of our young people are transitioning out of AE into other opportunities, which may also exacerbate their emotional distress. In light of this, it is reassuring that there was not a commensurate increase in depressive symptoms in the CC-A youth mentee respondents given the typical covariation with anxiety symptoms.

The increase in emotional distress and absence of evidence showing a shift in depressive symptomology, anger and delinquency signal a need to focus more strongly on these areas. The therapeutic component of the CC-A model, driven in part by 'in-the-moment' counselling support, is intended to specifically target these outcomes. Thus, the findings suggest that the CC-A implementation of this component may not be as robust as the mentoring and prosocial activity components. This is in line with our observation that counselling students-in-training sometimes struggle to implement the non-traditional counselling approach adapted to fit the CC-A context.

Similar to the programme experience findings, the outcomes for the student practitioners were wholly positive. For the younger student practitioners (aged <25 years), 50% or more reported that CC-A impacted them positively for every outcome assessed by the MYD survey. Every respondent indicated that CC-A helped

them understand others better and over 90% said their participation in CC-A enhanced their communication skills. A much stronger response rate (over 75%) for all pre- to post-programme outcome measures ensured the sample size for the student practitioners was large enough to detect the significance of the effects and provide more confidence in the reliability and generalisability of the findings. All of the measured effects were significant, and were small to large in size. Self-efficacy for mentoring, relational skills (attunement and perspective-taking) and in leadership and problem-solving skills (see Appendix E) represent a cluster of professionalism outcomes directly targeted by CC-A. The targeting of these outcomes is intended to support students' effectiveness in future youth practitioner or other health and human service roles. It is affirming to see such consistent positive effects over a relatively short (4-month) intervention period.



CC-A Evaluation Research Limitations

There are several limitations that should be considered when interpreting these evaluation findings, given that the quality of the evaluation design affects the robustness of the results. First, the wholesale reliance on self-reported survey findings for both groups represents a reasonably narrow perspective. Results may, therefore, be affected by social desirability bias (participants giving responses based on what they believe CC-A would like to see rather than what they genuinely experienced). The CC-A team attempted to mitigate this by allowing the participants privacy to complete the surveys, using unrelated ID numbers instead of names and strongly encouraging honest responses. The CC-A team also attempted to manage the conflict of interest posed by the two Co-Directors being involved as the primary lecturers and assessors for all CC-A related courses. The Co-Directors were not aware of which student practitioners consented to the research and guaranteed that they would only access de-identified student data after grades were finalised. In addition, the MYD Participant Feedback Surveys were completely anonymous.

There was some evidence (e.g. no variability in survey responses across all scales in a few surveys) that some young people did not follow instructions to answer honestly when completing the survey. Careful review of the quality of the data enabled identification of problematic cases that were subsequently removed from analysis, but it was difficult to identify how widespread the problem was where response patterns were not distinctly unusual. A closer look at the items constituting some of the constructs measured in this evaluation raised concerns about how well they measured what they purported to measure. Items for the “support for self-efficacy and mattering” domain of the Search Institute’s (2015) Youth and Program Strengths Questionnaire, for instance, reveals a mix of items pertaining to boredom, fun, interesting and energising activities and helping to make decisions. It is unclear how these questions pertain to support for self-efficacy and mattering. In addition, the “mattering at CC-A” measure contains negatively worded items that tend to be more difficult for young people to interpret. These were two areas where the distribution of scores were more widespread than for other programme experience measures thus signalling that some young people and student practitioners had less positive experiences in relation to these areas. However, it is possible that the spread of scores was influenced by the quality or appropriateness of the measures.

The absence of any kind of comparison group makes it difficult to ascertain a counterfactual picture (what would have happened with the pre- to post-programme outcomes measures had there been no CC-A experience). We cannot conclusively state that CC-A influenced the gains evidenced by both participant groups without a counterfactual comparison. Equally, the areas where no change was evident in measured outcomes (e.g. depressive symptoms, anger, delinquency) and the concerning findings related to emotional distress, family coherence, and school support, may have been buffered by the CC-A experience. However, without a counterfactual, we cannot know if similar young people who did not participate in CC-A experienced worse outcomes over Terms 3 and 4.

The very small sample size of youth participants, particularly for the outcome measures due to attrition at the end of programme data collection time point, compromised the statistical power of the pre- to post-programme analyses. The small sample size also severely limits the generalisability of the findings to the total population of CC-A youth mentees. The young people represented in the sample are those who assented to the research, had caregivers who consented to their participation, and attended the programme consistently enough to have the opportunity to complete surveys throughout their experience. The findings likely do not represent the experience and outcomes for youth mentees who are contending with more complex challenges that may have impacted their attendance at CC-A and/or their assent or their caregivers’ consent to be involved in the research.

Under ideal circumstances, CC-A would seek to involve whānau members and AE provider staff in the

evaluation to provide important additional perspectives that could enhance understanding of the findings, collect more regular and in-depth qualitative data, and recruit a matched comparison group to enable stronger counterfactual claims. Unfortunately, CC-A's evaluation research programme is substantially constrained by limited staff capacity (with respect to time rather than expertise) and resources. The research limitations outlined above cannot be addressed without adequate financial investment.



Evidence-Informed Actions

Evaluative evidence should serve an improvement-oriented function for future decision-making and ongoing programme development. In light of the above-detailed evidence, and in view of current resources and staffing capacity, the CC-A Leadership Team has identified some evidence-informed priority actions. The team will focus on implementing and evaluating these action items, to further enhance the programme experience and to strengthen the programme's impact over the coming years:

- Appointment of a Youth & Whānau Worker who will work more intensively with CC-A's youth mentees, their whānau, and AE provider partners over the full academic year. The Youth & Whānau Worker will focus on developing stronger and more consistent relationships and improving the level of wrap-around support provided through the CC-A and AE provider partnership. We will seek to better understand and address barriers to attendance/engagement in CC-A and the counselling support offered.
- The CC-A Youth & Whānau Worker, along with the CC-A Case Manager, will also focus on integrating more consistent check-ins with the young people during programme delivery. These check-ins will facilitate monitoring of the quality of the young people's therapeutic programme experiences. Check-ins will specifically canvas the young people's level of engagement, sense of mattering in CC-A, and the quality of their relationships with their mentors and counsellors. Formative feedback can then be used to facilitate and inform changes in a timely manner.
- Extend the programme dosage for the youth mentee participants by offering the CC-A course/programme over two university semesters, from March to June and July to November. This extension will provide a more continuous programme experience with opportunities for the CC-A Youth & Whānau Worker, CC-A Case Manager and counselling students, to develop longer-term relationships. These longer relationships will hopefully facilitate more intensive therapeutic support to better address the young people's emotional and behavioural self-regulation and mental health needs.
- A stronger focus on student practitioner training and supervision to improve the targeting of self-regulation support for youth mentees.



Conclusion

Research limitations notwithstanding, the findings are very promising with respect to the experience for, and impact on, the youth mentees and are overwhelmingly positive for the student practitioners. Summative judgements, of programme value and quality for participants, are based on previously defined indicators and criteria described in the CC-A Programme Evaluation Rubric (Appendix F).

Youth Mentees



We argue that the findings for the youth mentees represent a “Good-Excellent” rating for their programme experience and outcomes overall on the basis that:

- Youth mentee attendance over the three evaluated years was at least on par with, if not higher than, attendance at their AE provider.
- The majority of youth mentee respondents reported a very positive and safe programme experience, but a few also reported some degree of boredom, disengagement and/or low attendance.
- On average, there was evidence of programme-related gains in more than three outcome areas directly targeted by the programme.
- There was no evidence that CC-A had a direct effect on any unanticipated adverse outcomes.

There is evident room for improvement with respect to increasing youth attendance rates, impacting emotional and behavioural self-regulation, and wider family and school systems support. We hope to see shifts in these areas following the appointment of a Youth and Whānau worker who will work more closely with our young people, their whānau and their AE providers and with the implementation of a double-semester delivery model that will enable longer-term and more intensive support for the youth mentees and their whānau.

Student Practitioners



With regards to the student practitioners, we argue that the findings represent an “Excellent” rating for their programme experiences and outcomes overall on the basis that:

- The student practitioner attendance rate was well above what is typically expected for courses at the same level of study.
- The course satisfaction rating was above the average for all courses within the same Faculty and for the University overall.
- The great majority of students reported a well-structured, safe, and valuable learning experience.
- On average, there were significant improvements in programme-related self-concept and skill development domains relevant to future youth work or other health and human services.
- There was no evidence that CC-A had a direct effect on any unanticipated adverse outcomes.

The evaluative evidence for the student practitioners points to the need to maintain the current programme infrastructure and quality standards.

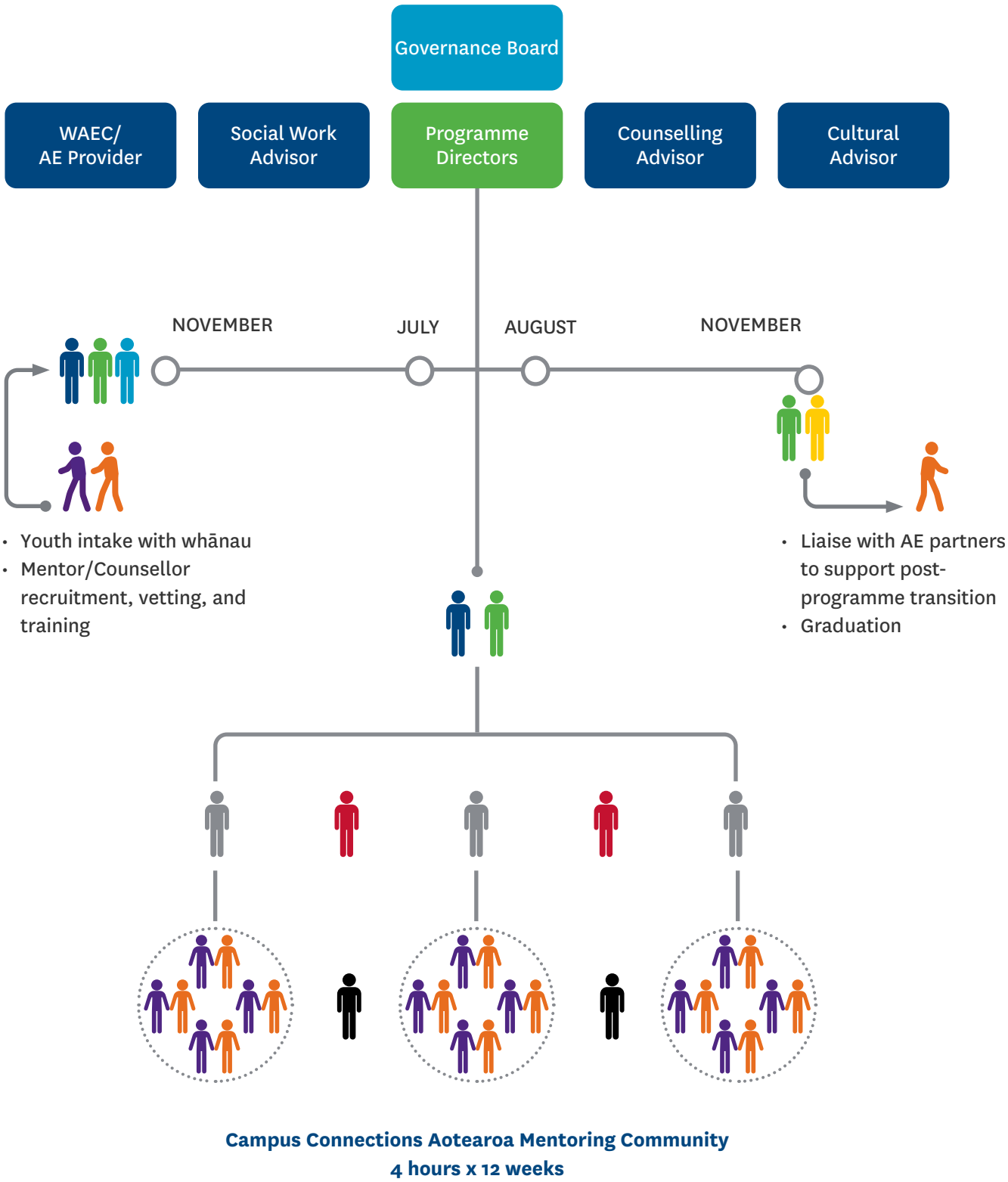
This evaluation report presents the findings for the first three years of the CC-A model’s implementation (including the inaugural pilot delivery) within the Aotearoa New Zealand context. Along with being implemented in a different context, the programme works exclusively with young people in AE, who have been marginalised from mainstream education and many other important developmental opportunities. Given CC-A is still in its fledgling stage of development, the positive evaluation findings obtained to date are notable. The evaluation results demonstrate that CC-A fills an important gap in effective youth development service provision for young people in AE. The programme simultaneously equips budding student practitioners with the self-belief and skills required to work effectively in a range of human and health service roles. The impact of the CC-A programme evidently extends beyond the boundaries of the University campus.

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Appendix A. CC-A Programme Structure



- Mentor
- Mentee
- Mentor Coach
- Counselling Student
- AE Tutor
- Course Director
- Case Manager
- Programme Administrator
- SW Practicum Students

Appendix B. Profile of CC-A Participants

The following tables provide an overview of the demographic characteristics of all youth mentee and student practitioner programme participants. However, not all programme participants took part in the evaluation research. Demographic data on the research participants were not consistently reported in the surveys thus are not presented here.

Table 1. Youth Mentee Demographic Characteristics

	Demographic Characteristics			
	2017	2018	2019	Total
	n = 22	n = 19	n = 34	n = 63*
Gender				
Male	73%	84%	59%	67%
Female	27%	16%	41%	33%
Ethnicity				
<i>(Single-combination Coding)</i>				
NZ Māori	50%	47%	44%	46%
NZ European	4.5%	5.3%	6%	5%
Pasifika	27%	16%	9%	16%
NZ Māori & Pasifika	4.5%	10.5%	23.5%	16%
NZ Māori & NZ European	9.1%	21%	15%	13%
Indian	4.5%	0%	0%	2%
Age				
Range	13–15	13–15	13–15	13–15
Mean	14.32	14.15	14.42	14.33
Standard deviation	.78	.69	.58	.68

*The total number of youth mentees is based on the total number of unique individuals who participated in the programme across the three years; 12 returning mentees were only counted once.

Profile of CC-A Participants cont.

Table 2. Student Practitioner Demographic Characteristics

	Demographic Characteristics			
	2017	2018	2019	Total
	n = 23	n = 23	n = 25	n = 70*
Gender				
Male	82.6%	91.3%	68%	80%
Female	13%	8.7%	32%	18.5%
Gender Diverse	4.3%	0%	0%	1.4%
Ethnicity				
<i>(Single-combination Coding)</i>				
NZ Māori	0%	4.3%	0%	1.4%
NZ European	34.8%	26.1%	36%	31.4%
Pasifika	39.1%	21.7%	36%	32.9%
East & Southeast Asian	8.7%	26.1%	12%	15.7%
Indian	0%	13%	4.0%	5.7%
African	4.3%	8.7%	0%	4.3%
European	4.3%	0%	0%	1.4%
NZ Māori & NZ European	8.7%	0%	8%	5.7%
NZ Māori, Pasifika & NZ European	0%	0%	4%	1.4%
Age				
Range	20-42	20-38	20-49	20-49
Mean	24.30	24.95	28.16	25.89
Standard deviation	5.98	4.78	8.50	6.82

*The total number of student practitioners was based on the total number of unique individuals who participated in the programme across the three years as a mentor, mentor coach or community mentor; one returning mentor was only counted once. Counselling students and a research assistant who participated as a mentor coach were also excluded as they were not eligible to participate in the evaluation research.

Appendix C. Evaluation Measures

Tables 3 and 4 describe the quantitative measures used to evaluate CC-A youth mentees' and student practitioners' experiences and outcomes. Most of the measures were selected to align with those used in current and past evaluation research studies of Campus Connections at Colorado State University.

Table 3. Descriptions of the measures used to calculate the aggregated quantitative indicators of CC-A programme experiences included in this report

Programme Experience Measures		
<i>Measures</i>	<i>Participant Group</i>	<i>Description</i>
CC-A Programme Quality	Youth Mentees & Student Practitioners	Designed and licensed for use with youth aged 12 to 18 years by Search Institute (2015), the Youth and Program Strengths Survey is an 98-item survey that measures young people's internal and external Developmental Assets as well as youth programme implementation quality. Forty programme items assess evidence and practitioner-informed areas of programme implementation quality including: Appropriate Structure, Opportunities to Belong, Opportunities for Skill Building, Supportive Relationships, Support for Self-Efficacy and Mattering, Positive Social Norms, Physical and Psychological Safety, and Integration of Family, School, and Community. Responses are provided on a 5-point Likert Scale from 1 = Never to 5 = Very Often. CC-A obtained a license from Search Institute to administer 37 of the 40 Programme Implementation Quality items (Integration of Family, School, and Community items were excluded) to youth mentees and received special permission to administer 20 of the items deemed to be most relevant to participating student practitioners who were over 18 years of age and involved as mentors, mentor coaches and community mentors in the programme.
Belonging at CC-A	Youth Mentees	This measure replicated Haddock et al.'s (2020) 5-item belonging scale, which was adapted from a measure developed by Youth Development Strategies for use with CC mentees at Colorado State University. CC-A mentees provided responses to items such as "I feel like a part of Campus Connections" on a Likert scale from 1 = Disagree to 10 = Agree.

Table 3. Cont.

Programme Experience Measures		
<i>Measures</i>	<i>Participant Group</i>	<i>Description</i>
Mattering at CC-A	Youth Mentees	This measure replicated Haddock et al.'s (2020) 6-item Mattering at Campus Connections scale, which was adapted from a measure developed by Elliott et al. (2004) for use with CC mentees at Colorado State University. All items are negatively worded (e.g. "Most people at Campus Connections do not seem to notice when I come or go") and CC-A mentees provided responses on a Likert scale from 1 = Disagree to 10 = Agree. Items were then reversed to produce a "Mattering at CC-A" score.
Mentoring Relationship Connection	Youth Mentees & Student Practitioners	Dutton et al.'s (under review) 6-item Mentoring Relationship Connection measure assesses the quality of the relational bond between mentors and mentees. The same items were administered to both CC-A participant groups. Responses to items such as "How close is your mentoring relationship?" were provided on a 7-point Likert scale where 1 = Not at All and 7 = Extremely.
Mentoring Whānau Group Cohesion	Student Practitioners	Haddock and colleagues adapted Lese and MacNair-Semands' (2000) group-based therapeutic factors scale to assess cohesion of the mentor family groups as perceived by mentors in CC at Colorado State University. CC-A student practitioners responded to 9-items from the adapted scale to assess the cohesion of the mentoring whānau groups in CC-A, such as "I feel accepted by my Mentor Family/Whānau" on a 7-point Likert scale where 1 = Not at all and 7 = Extremely.
Mentor Cultural Responsiveness	Youth Mentees & Student Practitioners	The items used to assess mentee perceptions of their mentors' cultural responsiveness were based on Sanchez et al.'s (2018) Mentor Support for Ethnic-Racial Identity scale. CC-A mentees responded to 6 items, such as "My mentor seems interested in my ethnic background and culture" on a 6-point Likert scale (1 = Not at all True and 6 = Always True). Three items from Suffrin et al.'s (2014) Cross-Cultural Mentoring Inventory (e.g. "I am at ease talking with my mentee/mentees about cultural issues") were used to assess mentor perceptions of their own responsiveness to their mentees. CC-A Mentors responded to the items on a 6-point Likert scale from 1 = Strongly Disagree to 6 = Strongly Agree.

Table 4. Descriptions of the measures used to calculate the aggregated quantitative indicators of CC-A programme outcomes included in this report

Programme Outcome Measures		
<i>Measures</i>	<i>Participant Group</i>	<i>Description</i>
Ethnic Identity	Youth Mentees	Phinney’s (1992) Multigroup Ethnic Identity Measure assesses two dimensions of ethnic identity development – Exploration and Belonging. CC-A mentees responded on a Likert-scale indicating their level of agreement with 6 items asking about feelings and behaviours related to their ethnic identity from 1 = Disagree to 10 = Agree. For this report, all items were averaged to form a single construct of Positive Ethnic Identity Development.
Social & Emotional Health	Youth Mentees	Furlong et al.’s (2014) Social Emotional Health Survey – Secondary assesses “co-vitality”, a range of psychological strengths associated with mental wellbeing, including “Belief-in-Self” (i.e. Self-Efficacy, Self-Awareness, Persistence; “Belief-in-Others” (i.e. Family Coherence, Teacher Support, & Peer Support); Emotional Competence (i.e. Self-Control, Empathy, Emotional Regulation), and Engaged Living (i.e. Gratitude, Zest, and Optimism) . CC-A mentees responded to 36 related items on a Likert scale from 1 = Not at all true to 10 = Very much true.
Social Emotional Distress	Youth Mentees	Dowdy et al.’s (2018) Social Emotional Distress Scale measures internal emotional distress. CC-A mentees responded to 9 items asking about emotional states experienced over the previous month (e.g. “In the past month, it was hard for me to cope and I thought I would panic”) on a Likert scale from 1 = Not at all true to 10 = Very much true.
Anger	Youth Mentees	This measure replicated the 3 items Haddock et al. (2020) used from Deffenbacher et al.’s (1996) Brief Anger Scale to assess CC mentee outcomes at Colorado State University. CC-A mentees responded to items such as “I get angry” on a 10-point Likert scale where 1 = Never! and 10 = Always!
Depression	Youth Mentees	This measure replicated the 9 items Haddock et al., (2020) used from the revised version of the Centre for Epidemiologic Studies Depression Scale (CESDR-10) to assess CC mentees’ depressive symptomology. CC-A mentees indicated how many days they had experienced the stated symptoms over the previous week (from 0 days to 7 days).
Sense of Mattering to Others	Youth Mentees	Haddock and colleagues adapted Elliott et al.’s (2004) general sense of mattering to others measure for use with CC mentees at Colorado State University. All items are negatively worded (e.g. “Most people do not seem to notice when I come or go”) and CC-A mentees provided responses on a Likert scale from 1 = Disagree to 10 = Agree. Items were reversed before producing a General Sense of Mattering score.

Table 4. Cont.

Programme Outcome Measures		
<i>Measures</i>	<i>Participant Group</i>	<i>Description</i>
Delinquent Behaviours & Substance Use	Youth Mentees	This measure replicated the 10 items Haddock et al., (2020) adapted from Elliott et al., 1985 to assess CC mentees' delinquent behaviours and substance use. CC-A mentees indicated how many days over the past month (from 0 to 30 days) they had engaged in various behaviours, such as "I used marijuana".
Mentoring Self-Efficacy	Student Practitioners	This measure replicated the items Boat et al. (2019) adapted from Riggs et al.'s (1994) Personal Efficacy Beliefs Scale for use with CC mentors at Colorado State University. The items assess mentor's self-efficacy in their role with Campus Connections (e.g., "I have confidence in my ability to be a Campus Connections Mentor/Mentor Coach"). Responses to each item are provided on a 10-point Likert scale with options ranging from 1 = Disagree to 10 = Agree.
Attunement	Student Practitioners	Pryce & Deane's (2019) Generalized Attunement Scale assesses relational communication skills important to support provision, including the ability to self-regulate, collaborate in decision-making, and respond flexibly to needs expressed by a support recipient. CC-A student practitioners responded to 6 of the 7 items from the scale using a seven-point Likert scale (0 = never to 6 = always). Mentors were asked to report on the frequency with which they engaged in specific behaviours (e.g., "In your interactions with others how often do you take a step back to reflect before jumping in to "fix" a problem?").
Civic Attitudes & Skills	Student Practitioners	Items from Moely et al.'s (2002) Civic Attitudes and Skills questionnaire relating to problem-solving, leadership and interpersonal skills were selected to assess student practitioner outcomes relevant to the CC-A experience. CC-A practitioners responded to items such as "I can listen to other people's opinions" and "I can work co-operatively with a group of people" on a 10-point Likert scale (1= disagree to 10 = agree). Psychometric analyses indicated that Sociability & Leadership items clustered together as a single construct as did Problem-Solving and Perspective-Taking items thus these combined scores are used in this report.

Appendix D. Detailed Findings Youth Mentees

Table 5. Youth Mentee Programme Experience Data

Variable	2017		2018		2019		Total	
	n	Mean (SD)	n	Mean (SD)	n	Mean (SD)	n	Mean (SD)
Programme Attendance %	22	84.5 (21.87)	19	62.7 (29.09)	34	60.4 (28.25)	75	68.0 (28.49)
Programme Dosage (Hours)	22	40.55 (10.42)	19	34.75 (9.32)	34	19.68 (14.35)	75	28.44 (15.80)
<i>Relationship Measures (End of Programme)</i>								
Mentor Cultural Responsiveness	11	4.58 (1.23)	7	4.21 (1.22)	8	4.69 (.97)	26	4.51 (1.12)
Mentoring Relationship Quality	11	5.81 (1.64)	6	5.40 (2.28)	4	4.82 (2.66)	21	5.50 (1.96)
Mentor Dependability	11	5.65 (1.59)	4	6.05 (.97)	10	5.38 (1.86)	25	5.61 (1.59)
<i>Programme Quality Measures (Week 9 of Programme)</i>								
Physical and Psychological Safety	9	4.44 (.72)	7	4.07 (.93)	12	4.25 (.62)	28	4.27 (.72)
Appropriate Structure	9	4.72 (.37)	7	4.43 (.72)	12	4.40 (.68)	28	4.51 (.61)
Supportive Relationships	9	4.54 (.46)	7	4.24 (.58)	12	4.11 (.57)	28	4.28 (.55)
Opportunities to Belong	9	4.59 (.46)	7	4.28 (.80)	12	4.17 (.52)	28	4.33 (.59)
Positive Social Norms	9	4.30 (1.03)	7	4.14 (.90)	12	4.14 (.67)	28	4.19 (.83)
Support for Self-Efficacy and Mattering	9	4.42 (.48)	7	4.10 (.66)	12	4.11 (.44)	28	4.21 (.52)
Opportunities for Skill Building	9	4.49 (.46)	7	3.96 (.98)	12	4.18 (.50)	28	4.22 (.68)
Mattering at CC-A	9	6.91 (3.60)	7	6.64 (3.76)	12	8.44 (2.98)	28	7.50 (3.36)
Belonging at CC-A	9	7.78 (2.20)	7	7.31 (1.88)	12	7.90 (1.92)	28	7.71 (1.94)

Table 6. Youth Mentee Programme Outcome Data

Outcomes	n	Baseline	End of Prog.	Effect Size*
		Mean (SD)	Mean (SD)	Cliff's Δ
Ethnic Identity	29	5.70 (2.78)	6.79 (2.69)	0.24 (Small Effect)
Belief in Self	12	5.85 (3.14)	6.97 (2.77)	0.23 (Small Effect)
Self-Efficacy	12	6.31 (3.08)	7.50 (3.02)	0.31 (Small effect)
Self-Awareness	12	5.58 (3.44)	6.79 (3.52)	0.21 (Small Effect)
Persistence	12	5.58 (3.77)	6.56 (2.79)	0.13 (No Effect)
Belief in Others	12	6.71 (2.88)	6.33 (2.73)	-0.06 (No Effect)
School Support	12	7.29 (3.09)	5.88 (2.84)	-0.22 (Small effect)
Family Coherence	12	7.22 (3.25)	5.61 (3.45)	-0.28 (Small Effect)
Peer Support	12	5.81 (4.03)	7.36 (3.19)	0.23 (Small Effect)
Emotional Competence	12	5.90 (2.73)	6.36 (2.46)	0.11 (No Effect)
Self-Control	12	6.14 (2.91)	6.61 (2.82)	0.08 (No Effect)
Empathy	12	5.06 (4.03)	6.65 (3.16)	0.23 (Small Effect)
Emotion Regulation	12	6.53 (2.28)	5.83 (2.52)	-0.14 (No Effect)
Engaged Living	12	6.30 (3.01)	6.58 (2.99)	0.05 (No Effect)
Optimism	12	5.78 (3.46)	6.47 (3.06)	0.15 (No effect)
Zest	12	6.03 (3.32)	6.25 (3.33)	0.03 (No Effect)
Gratitude	12	6.77 (2.79)	6.85 (3.11)	-0.05 (No Effect)
Emotional Distress	12	3.35 (2.31)	5.01 (3.28)	0.33 (Small Effect)
Depressive Symptoms	24	2.24 (1.83)	1.86 (1.72)	-0.14 (No Effect)
Anger	20	4.83 (2.89)	5.45 (2.67)	0.13 (No Effect)
Mattering to Others	22	8.07 (2.11)	7.95 (2.61)	-0.05 (No Effect)
Delinquency	18	78.46 (18.49)	59.75 (14.08)	-0.12 (No Effect)

*Because some measures were discarded after being piloted in 2017 and then replaced in 2018, the sample size for some youth outcomes vary and is very small for most outcome measures (also due to evaluation attrition at the second time point). Small sample sizes are problematic in terms of determining statistically significant differences in changes over time, thus we only report on effect sizes (the magnitude of the effect) based on Cliff's Δ , a measure that is more appropriate for non-normally distributed data (see Glossary).

Appendix E. Detailed Findings Student Practitioners

Table 7. Student Practitioner Programme Experience Data

Variable	2017		2018		2019		Total	
	n	Mean (SD)	n	Mean (SD)	n	Mean (SD)	n	Mean (SD)
Programme Attendance %	25	95.16 (8.41)	23	89.91 (11.29)	28	93.46 (7.91)	76	92.95 (9.33)
<i>Relationship Measures (End of Programme)</i>								
Mentor Relationship Connection	11	5.59 (1.06)	16	5.79 (1.01)	14	5.90 (1.10)	41	5.77 (1.04)
Mentor Whānau Cohesion	16	6.21 (.83)	21	6.40 (.66)	21	6.56 (.55)	58	6.40 (.68)
Mentor Cultural Responsiveness	12	5.00 (.68)	15	5.00 (.56)	18	5.06 (.51)	45	5.02 (.57)
Learn how to solve personal problems	17	4.12 (.78)	19	4.00 (1.00)	17	4.06 (1.09)	53	4.06 (.95)
Learn skills useful for a future job	17	4.71 (.47)	19	4.68 (.48)	17	4.59 (.71)	53	4.66 (.55)
<i>Programme Quality Measures (Week 9 of Programme)</i>								
Appropriate Structure	17	4.42 (.37)	19	4.49 (.34)	17	4.69 (.36)	53	4.53 (.37)
Supportive Relationships	17	4.78 (.35)	19	4.81 (.360)	17	4.82 (.43)	53	4.81 (.37)
Opportunities to Belong	17	4.61 (.36)	19	4.32 (.72)	17	4.45 (.47)	53	4.45 (.55)
Support for Self-Efficacy & Mattering	17	4.02 (.58)	19	4.18 (.36)	17	4.39 (.53)	53	4.20 (.51)
Opportunities for Skill Building	17	4.29 (.39)	19	4.32 (.57)	17	4.29 (.67)	53	4.30 (.54)

Table 8. Student Practitioner Programme Outcome Data

Outcomes	n	Baseline	End of Prog.	Effect Size*
		Mean (SD)	Mean (SD)	Cohen's d
Mentor Self-Efficacy	56	6.92 (1.60)	8.17 (1.40)	-1.07 (Large)
Attunement to Others	55	4.79 (.75)	5.10 (.63)	-0.36 (Small-Moderate)
Problem Solving & Perspective Taking	55	8.37 (1.01)	8.71 (.88)	-0.58 (Moderate)
Sociability & Leadership	55	8.06 (1.26)	8.47 (1.21)	-0.45 (Small-Moderate)

*There was far less student practitioner attrition in the evaluation over time than occurred with youth mentees, therefore the sample sizes for these measures are larger. Accordingly, we report on the statistical significance of any effects as well as the magnitude of the effects, the latter of which is based on Cohen's d, an effect size measure for normally distributed data (see Glossary).

Appendix F. Holistic Programme Evaluation Rubric for CC-A

Criteria	Poor	Satisfactory	Good	Excellent
Mentee Experience and Outcomes	<p>Mentee attendance is lower than attendance levels at AE course. Mentees report an unsafe and/or unenjoyable experience.</p> <p>Little evidence of improvement in any outcome domain.</p> <p>Other stakeholder reports (e.g. mentor, AE staff and whānau) indicate programme has had little impact or value for youth.</p> <p>Evidence indicates that programme has contributed to unanticipated adverse outcomes.</p>	<p>Mentee attendance is on par with attendance levels at AE course. Mentees report a safe and positive experience but boredom is also common. At least 50% report improvement in at least 1 outcome domain.</p> <p>Other stakeholders (e.g. mentor, AE staff and whānau) report positive impact and experience for youth on average but some inconsistencies in perceptions of programme value.</p> <p>Youth programme participation has no direct contribution to unanticipated adverse outcomes.</p>	<p>Mentee attendance is higher than attendance at AE course. Mentees report a safe and positive experience on average and low levels of boredom with the programme.</p> <p>Mentee improvement occurs in at least 2 outcome domains on average.</p> <p>There is general consistency between positive youth self-reports and those from other stakeholders (e.g. mentor, AE staff and whānau).</p> <p>Youth programme participation has no direct contribution to unanticipated adverse outcomes.</p>	<p>Mentee attendance is well above attendance at AE course. The majority of mentees report a safe, well-structured, engaging and positive experience.</p> <p>Mentee improvement occurs in at least 3 outcome domains on average.</p> <p>Positive youth self-reports are consistent with those from other stakeholders (e.g. mentor, AE staff and whānau).</p> <p>Youth programme participation has no direct contribution to unanticipated adverse outcomes.</p>
UoA Student Experience & Outcomes	<p>Overall UoA student attendance rate is lower than expected for courses at the same level of study.</p> <p>Students report an unsafe and poorly structured learning experience.</p> <p>Little evidence of positive changes in self-awareness, skill development, and professional expectations (relevant to human service practice) across the overall cohort.</p> <p>Student self-reports are not triangulated by CC-A Leadership team Practice Assessments.</p> <p>Evidence indicates that programme participation has contributed to unanticipated adverse student outcomes.</p>	<p>Overall UoA student attendance rate is equivalent to attendance rate for courses at the same level of study.</p> <p>Many students indicate the programme was a safe, structured and positive learning experience but a small group indicates experience was less impactful than expected.</p> <p>Evidence of positive changes in self-awareness, skill development, and professional expectations (relevant to human service practice) is unclear.</p> <p>Student self-reports are triangulated by CC-A Leadership team Practice Assessments.</p> <p>Programme participation has no direct contribution to unanticipated adverse student outcomes.</p>	<p>UoA student attendance rate is higher than what would be expected for courses at the same level of study.</p> <p>More than half report a safe, well-structured, and valuable learning experience.</p> <p>Some evidence of gains in self-awareness, skill development, and professional expectations (relevant to human service practice) on average.</p> <p>Outcome measures are supported by qualitative feedback from many students but feedback is variable.</p> <p>Student self-reports are triangulated by CC-A Leadership team Practice Assessments.</p> <p>Programme participation has no direct contribution to unanticipated adverse student outcomes.</p>	<p>UoA student attendance rate is well above what would be expected for courses at same level of study.</p> <p>Majority of students report a safe, well-structured, and valuable learning experience.</p> <p>Significant changes are evidenced in self-awareness, skill development, and professional expectations (relevant to human service practice) on average.</p> <p>Outcome measures are supported by qualitative feedback.</p> <p>Student self-reports are triangulated by CC-A Leadership team Practice Assessments.</p> <p>Programme participation has no direct contribution to unanticipated adverse student outcomes.</p>

Criteria	Poor	Satisfactory	Good	Excellent
Cultural Responsiveness	<p>Little evidence that Te Tiriti or other cultural principles are considered in programme design or delivery. No evidence of cultural consultation. Course/ programme content and activities are mono cultural and uni-lingual. No opportunity for whānau to engage in language of their choice. Youth and UoA students report a lack of culturally inclusivity. No evidence that CC-A affirms their cultural identities.</p>	<p>Some evidence that programme design, development, delivery, research and evaluation adhere to Te Tiriti and align with other cultural principles and considerations outlined in relevant practice guidelines. Limited use of Te Reo Māori during programme delivery. Limited opportunity for whānau to engage in their preferred language. Feedback from cultural advisors and other relevant stakeholders is sought, and occasionally considered in relation to other evaluative feedback when making programming decisions. Several youth and UoA students feel that CC-A is safe and welcoming of all cultures. A few youth mentees report sense of belonging in programme and affirmed in their cultural identity.</p>	<p>Programme design, development, delivery, research and evaluation adhere to Te Tiriti and align with other cultural principles and considerations outlined in relevant practice guidelines most of the time. Some use of Te Reo Māori during programme delivery. Some opportunity for whānau to engage in their preferred language. Feedback from cultural advisors and other relevant stakeholders is sought, and regularly considered in relation to other evaluative feedback when making programming decisions. Most youth and UoA students feel that CC-A is safe and welcoming of all cultures. Some youth mentees report sense of belonging in programme and feeling affirmed in their cultural identity.</p>	<p>Programme design, development, delivery, research and evaluation adhere to Te Tiriti and align with other cultural principles and considerations outlined in relevant practice guidelines. Regular use of Te Reo Māori during programme delivery. Engagement with whānau in their preferred language and using appropriate cultural protocols. Feedback from cultural advisors and other relevant stakeholders is sought, and thoughtfully considered in relation to other evaluative feedback when making programming decisions. All youth and UoA students feel that CC-A is safe and welcoming of all cultures. Many youth mentees report sense of belonging in programme and feeling affirmed in their cultural identity.</p>
Programme Design & Development	<p>Programme policies, procedures and theories of change for mentees and UoA students are poorly aligned with existing research, relevant NZ-based policy and practice standards, programme and practice-based evidence and insights and/or stakeholder feedback. Decisions to innovate/adapt programme features lack transparency and/or clear rationale. Evaluative reasoning, reflective practice and an ethic of care do not explicitly inform programme design</p>	<p>Programme policies, procedures, theories of change for both mentees and UoA students, and other programme infrastructure documentation are rationalised with respect to some programme evidence, relevant NZ-based policy, practice standards, research, stakeholder feedback, and practice-based evidence and insights with some gaps and inconsistencies. Innovations or adaptations to existing theories, policies, processes and</p>	<p>Programme policies, procedures, theories of change for both mentees and UoA students, and other programme infrastructure documentation are rationalised (including ongoing innovation and adaptation) in accordance with programme evidence, relevant NZ-based policy, practice standards, research, stakeholder feedback, and practice-based evidence and insights with only minor gaps or inconsistencies. Innovations or adaptations to existing</p>	<p>Programme policies, procedures, theories of change for both mentees and UoA students, and other programme infrastructure documentation are well rationalised (including ongoing innovation and adaptation) in accordance with programme evidence, relevant NZ-based policy, practice standards, research, stakeholder feedback, and practice-based evidence and insights. Any innovations or adaptations to existing theories, policies,</p>

Criteria	Poor	Satisfactory	Good	Excellent
Programme Design & Development	decisions.	procedures include consideration of risk mitigation, and are reviewed and decided upon collaboratively more often than not. Evaluative reasoning, reflective practice and an ethic of care guides some decisions from initial programme design through ongoing development stages.	theories, policies, processes and procedures include consideration of risk mitigation, and are usually reviewed and decided upon collaboratively. Evaluative reasoning, reflective practice and an ethic of care consistently guides almost all decisions from initial programme design through ongoing development stages.	processes and procedures include consideration of risk mitigation, and are collaboratively reviewed and decided upon. Evaluative reasoning, reflective practice and an ethic of care consistently guides decisions from initial programme design through ongoing development stages.
Implementation Quality	Delivery content and methods demonstrate poor reflective practice or evaluative reasoning (or lack thereof). Disconnect between programme implementation and espoused theories of change, CC-A policies and procedures and other programme infrastructure documentation is evident. “In-the-moment” practice innovations/ adaptations and decisions and responses to incidents and near misses lack transparency, a clear rationale, and team review. CC-A staff consistently unable to meet the requirements of their roles, including self-care. No evidence of engagement in professional development. Implementation quality supported by “poor” programme experience indicators captured in other rubric dimensions.	Some inconsistencies in programme implementation and CC-A principles, policies and procedures and other relevant programme documentation but alignment is good on average and generally demonstrates good reflective practice and evaluative reasoning. “In-the-moment” practice innovations, adaptations and decisions (including risk mitigation and responses to incidents and near misses) are generally well rationalised or collaboratively reviewed but there are inconsistencies in process. CC-A staff generally able to meet the requirements of their roles but some practice gaps are evident. Implementation quality supported by “satisfactory” programme experience indicators captured in other rubric dimensions.	Delivery content and methods are guided by an ethic of care, reflective practice and good evaluative reasoning majority of the time. Connection between programme implementation and espoused theories of change, CC-A policies and procedures and other programme document is evident with only minor gaps in alignment. “In-the-moment” practice innovations, adaptations or decisions are well rationalised (including risk mitigation and responses to incidents and near misses) and collaboratively reviewed almost all of the time. CC-A staff demonstrates capability and capacity to meet the requirements of their roles, including ongoing professional development and self-care, most of the time. Implementation quality supported by “good” programme experience indicators captured in other rubric dimensions.	Delivery content and methods are consistently guided by an ethic of care, reflective practice and good evaluative reasoning. Programme implementation aligns with espoused theories of change, CC-A policies and procedures and other programme infrastructure documentation. Any “in-the-moment” practice innovations or adaptations are well rationalised (including risk mitigation and responses to incidents and near misses), and collaboratively reviewed. CC-A staff demonstrates capability and capacity to meet or exceed the requirements of their roles, including ongoing engagement in professional development and self-care. Implementation quality supported by “excellent” programme experience indicators captured in other rubric dimensions.



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Developed by Colorado State University and adapted by the University of Auckland for the Aotearoa New Zealand context, Campus Connections Aotearoa is delivered under license and in partnership with Colorado State University.

Campus Connections Aotearoa is made possible with the support of:

Badger Communications Ltd
Ministry of Social Development
Ministry of Youth Development
The University of Auckland
Foundation North
New Zealand Lottery Grants Board
Private donors

