Right-Sizing Evaluation for ATE Small Grants

March 19, 2014

EvaluATE
Evaluation Resource Center for advanced technological education

MENTOR CONNECT

Introductions

Krystin

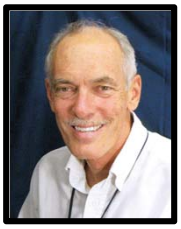
Krystin Martens

Lori Wingate

Dennis Faber

Elaine Craft

Michael Lesiecki



EvaluATE
Evaluation Resource Center for advanced technological education

Western Michigan University

MENTOR CONNECT

Maricopa Community Colleges

NETWORKS

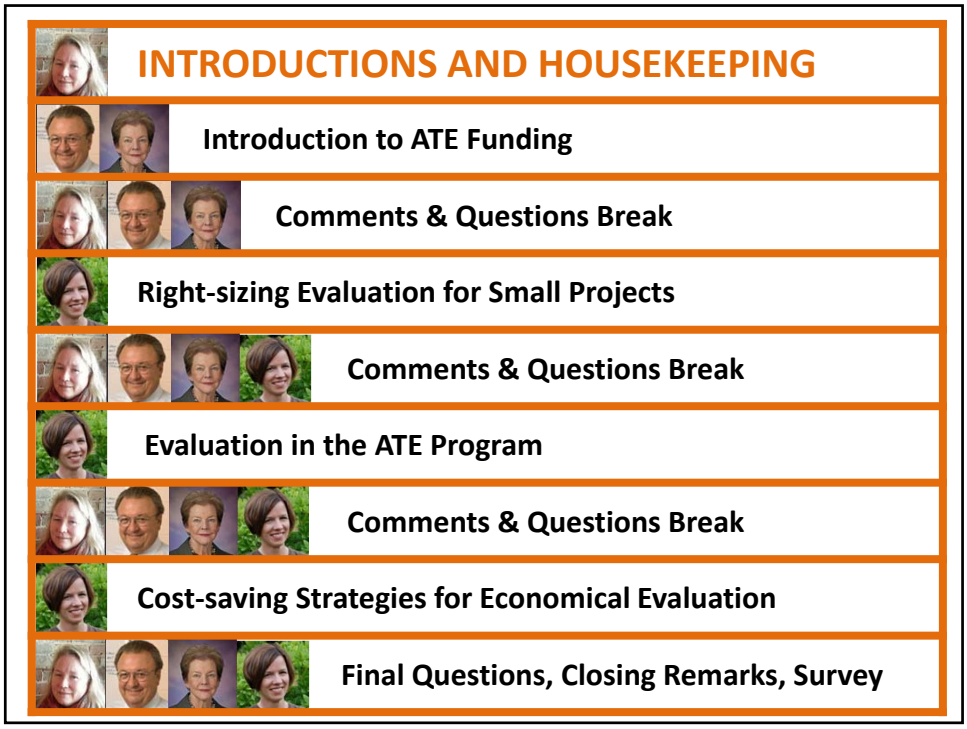
This material is based upon work supported by the National Science Foundation under grant number 1204683. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the presenters and do not necessarily reflect the views of NSF.

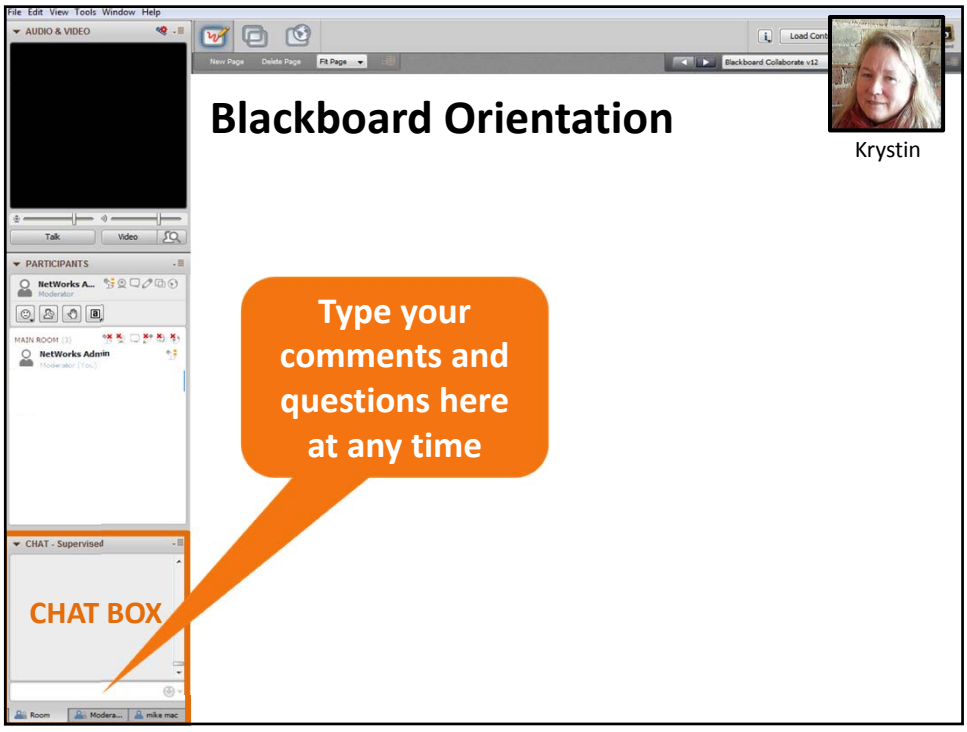
Objectives

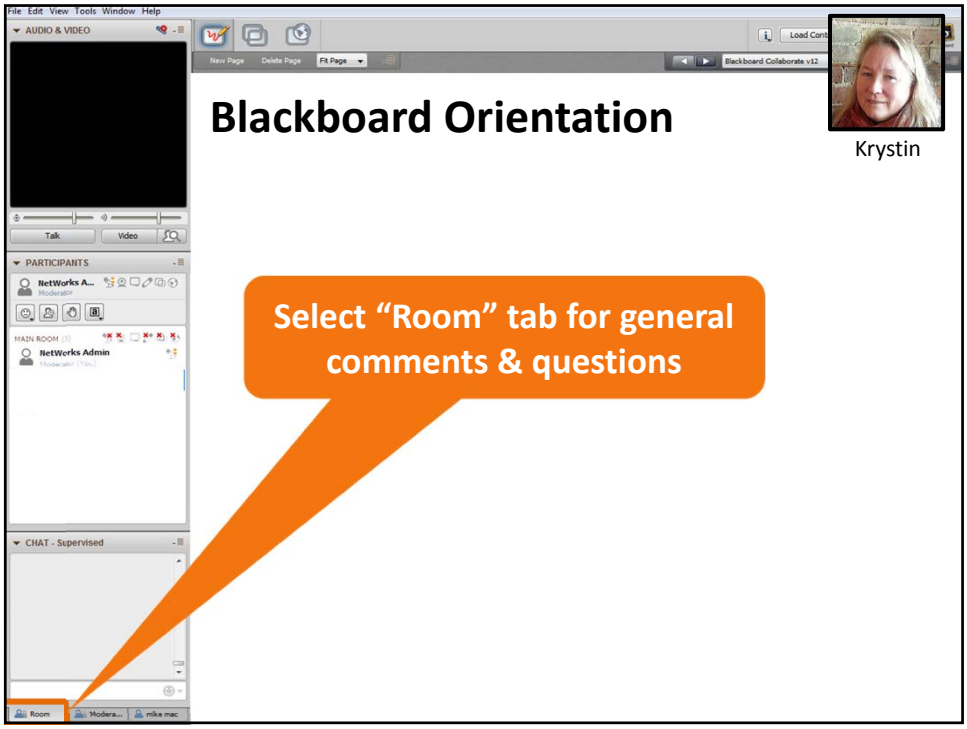
Krystin

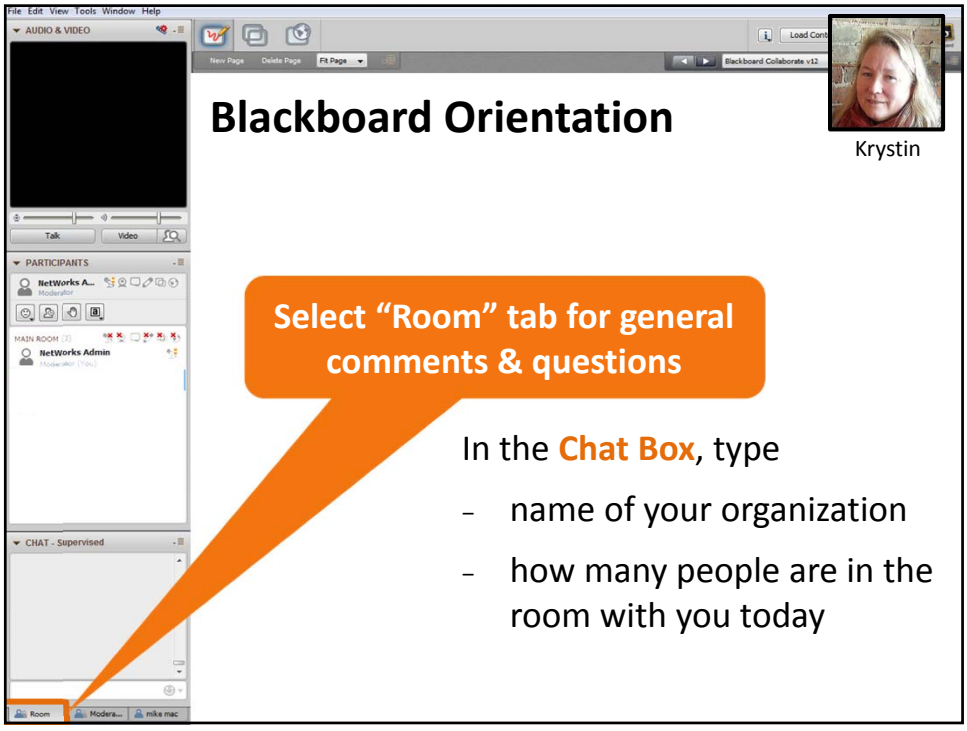
By the end of this webinar, you will…

1. Know the requirements and expectations for evaluation of ATE small grants.
2. Know how to maximize resources so that evaluation brings value to your small project.


INTRODUCTIONS AND HOUSEKEEPING
Introduction to ATE Funding
Comments & Questions Break
Right-sizing Evaluation for Small Projects
Comments & Questions Break
Evaluation in the ATE Program
Comments & Questions Break
Cost-saving Strategies for Economical Evaluation
Final Questions, Closing Remarks, Survey

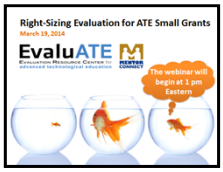

Blackboard Orientation
Krystin
Type your comments and questions here at any time
CHAT BOX


Blackboard Orientation
Krystin
Select "Room" tab for general comments & questions

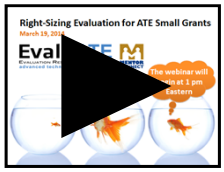

Blackboard Orientation
Krystin
Select "Room" tab for general comments & questions
In the Chat Box, type
- name of your organization
- how many people are in the room with you today

Materials

Krystin



Slides



Recording

Handout

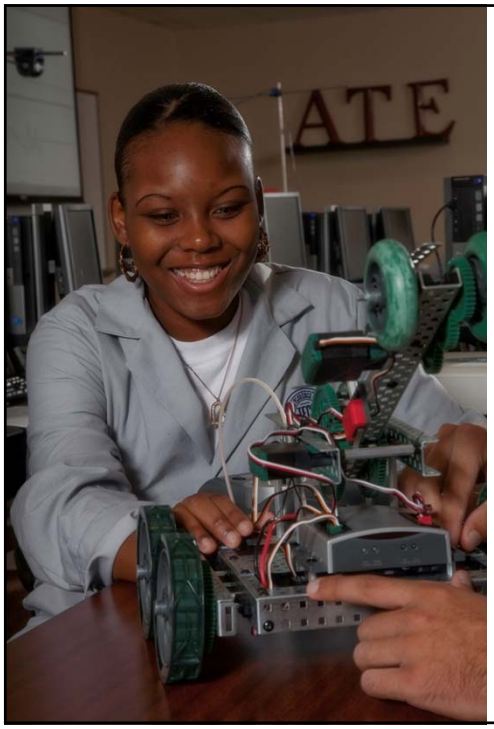
We'll email you everything by the end of the week

Also will be available from **evalu-ate.org/events/march_2014**

Introduction to ATE Funding

Dennis
Faber

Elaine
Craft



Dennis

The NSF ATE program focuses on strengthening **technician education** at the post-secondary and secondary levels for the high-technology fields that drive our nation's economy.

NSF ATE Program

Dennis

ATE grantees are expected to:

- ensure that community colleges lead the grant efforts
- meet STEM workforce needs
- enhance STEM faculty teaching & leadership skills in **technician education**
- partner with employers & other key stakeholders

Funding Levels

Dennis

SMALL GRANTS

- Institutions New to the ATE Program
- $200K for 3 years

→ 3yrs

Funding Levels

Dennis

PROJECTS

- up to $900K for 3 years

→ 3yrs

Funding Levels

Dennis

PROJECTS

- Program Development, Implementation and Improvement
- Professional Development for Educators
- Curriculum & Educational Materials Development
- Teacher Preparation

Funding Levels

Dennis

CENTERS

National
- up to $5M for 4 years

Regional
- up to $3M for 4 years

Resource
- up to $1.6M , 4 years

Funding Levels

Dennis

TARGETED RESEARCH

ON TECHNICIAN EDUCATION

$1.2M for 4 years

Suggested ATE Funding Pattern

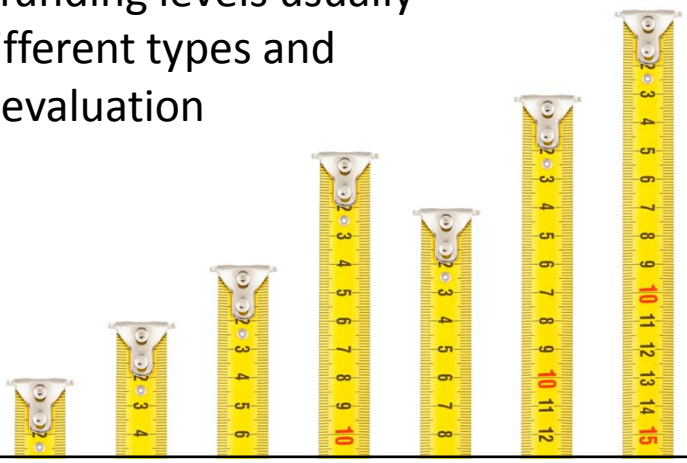
Dennis

SMALL GRANTS → **PROJECT GRANTS** → **CENTER GRANTS**

Evaluation Considerations

Elaine

Different funding levels usually require different types and extent of evaluation



Evaluation Considerations

Elaine

Regardless of funding level, the ATE Program is interested in:

Impact

Effectiveness

Sustainability

Leveraging prior work, lessons learned, research

Evaluation Effectiveness

Elaine

Regardless of funding level, **high quality evaluation** requires:

Elaine

Clear and specific goals and objectives

Clear and specific goals and objectives

Elaine

Goal 1: Improve career awareness and increase student enrollment and success in the civil engineering technology program through college in-reach activities to improve career awareness.

Goal 1, Objective 1: Recruit from within the college to increase enrollment in civil engineering by 15% over three years, from a baseline enrollment of 60 first-year curriculum students in 2013-14.

Elaine

Activities consistent with objectives

Activities consistent with objectives

Elaine

Goal 1, Objective 1 Activities:

- Select and prepare four well-spoken, diverse student ambassadors from among second-year students in the civil engineering technology program to assist with in-reach events.
- Conduct three types of in-reach events per year for 60 or more already-enrolled students, targeting students enrolled in program prerequisites such as College 101 and Intermediate Algebra, classroom presentations by student ambassadors, lunch-and-learn programs with industry speakers, and peer mentoring.
- Student Ambassadors provide informal peer mentoring for up to 15 highly interested students to encourage prospective civil engineering majors.

Elaine

Clearly defined and stated outcomes

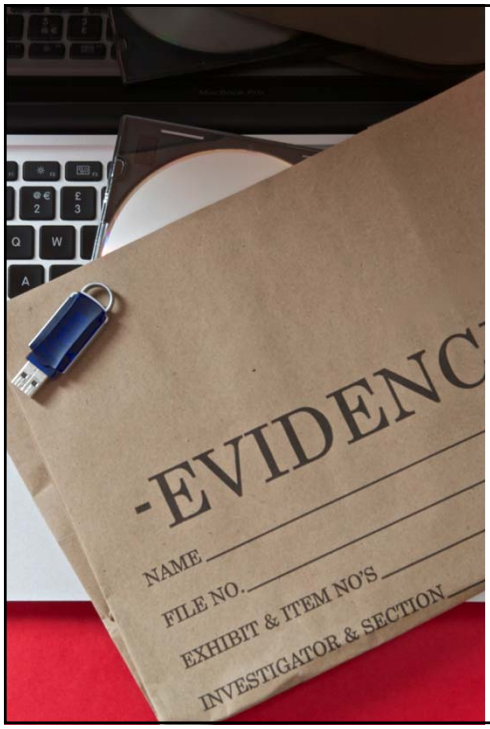
Clearly defined and stated outcomes

Elaine

- In response to student ambassador presentations in targeted classes, at least 25% of those enrolled in the classes indicate an increased interest in majoring in civil engineering.
- Lunch-and-learn programs each year attract 30 prospective students, of whom 50% are likely to choose the civil engineering major.
- Peer mentoring is provided to 15 or more students indicating they are likely to choose the civil engineering major.

Elaine

Quantitative and qualitative outcome measures



Elaine

Evidence to support your claims

Evidence to support your claims

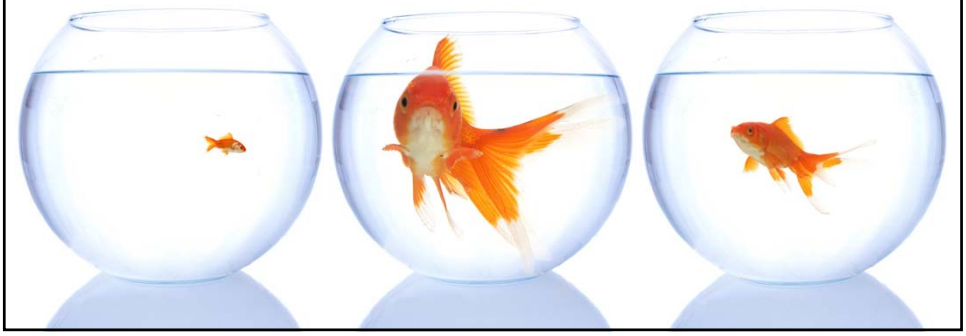
Elaine

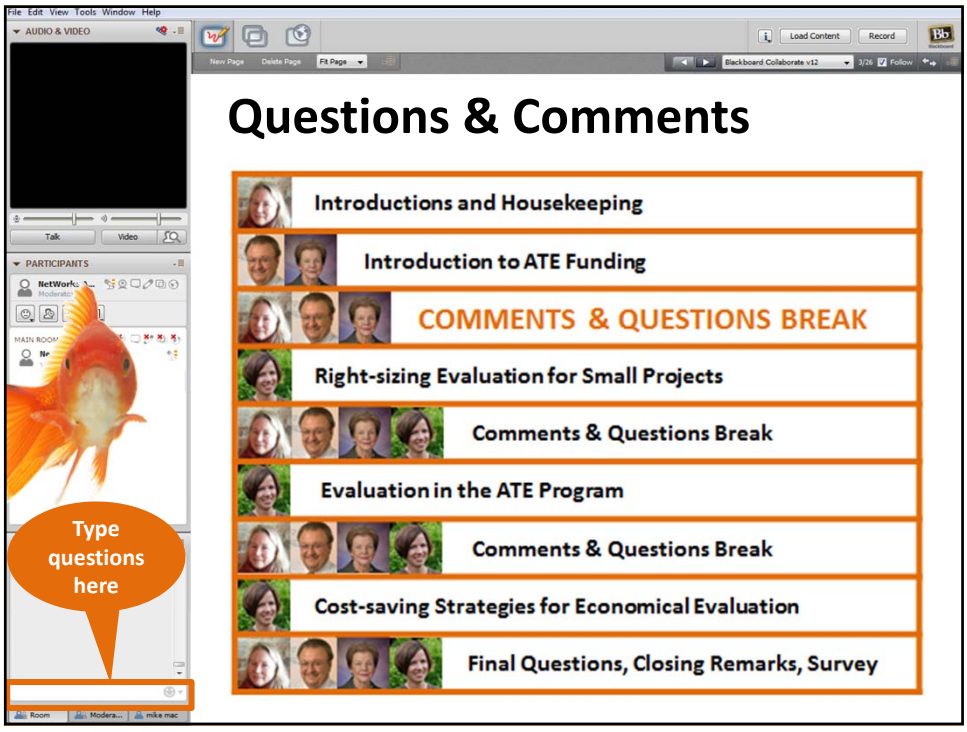
Quantitative and qualitative evidence that implemented strategies worked:

- Event participation data
- Observation of audience interest and interaction with Student Ambassador speakers and industry speakers
- Event participant interviews or survey data
- Student Ambassador interviews and feedback
- New student interviews and feedback
- Faculty interviews and feedback
- Baseline fall 2013, and ….SO WHAT?
- Fall 2015 and fall 2016 program enrollment data

Right-sizing your project helps to right-size your evaluation.

Elaine





Right-Sizing Evaluation for Small Projects

Lori
Wingate

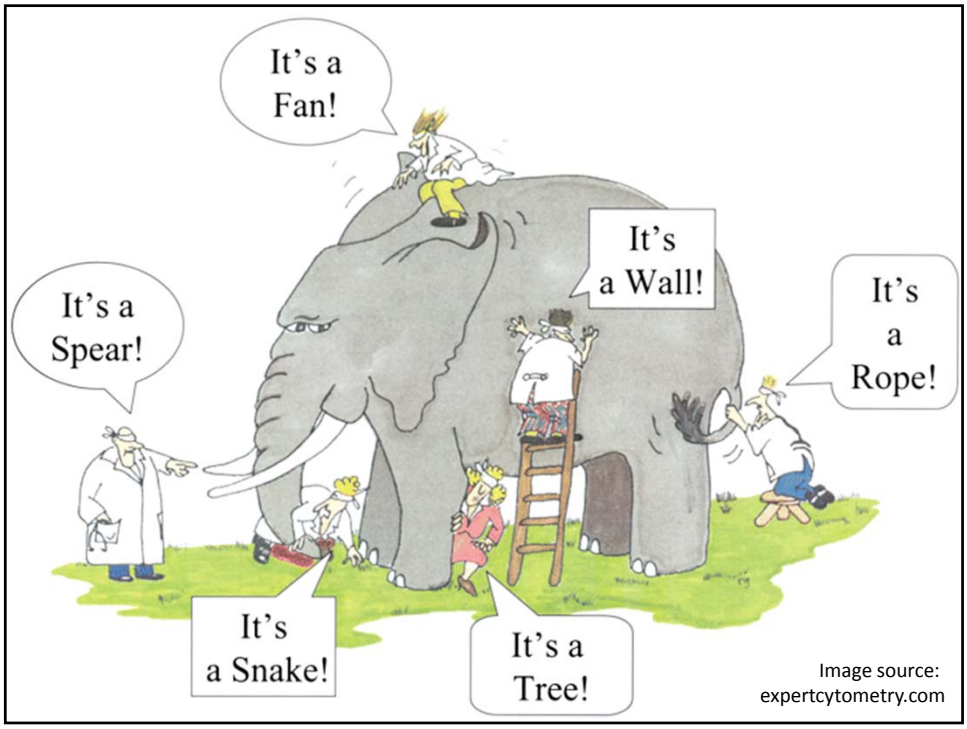
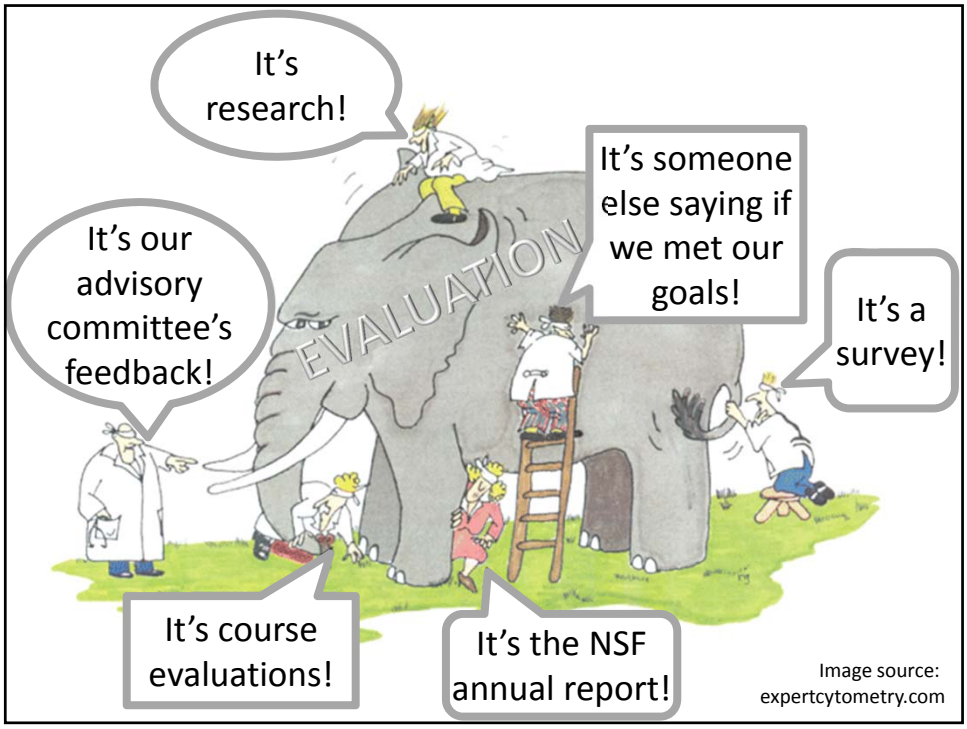


Image source: expertcytometry.com



Evaluation

Lori

The systematic determination of something's merit, worth, or significance.

Evaluation

Lori

1. **Ask important questions about a project's processes and outcomes.**
2. **Gather evidence that will help answer those questions.**
3. **Interpret the results and answer the questions.**
4. **Use the information for accountability, improvement, and planning.**

Big v. Small

Lori

Conceptually, there is no difference between evaluating a small project and evaluating a large project.

Practically, evaluations of small projects involve
- smaller evaluation questions
- fewer evaluation questions
- less data
- shorter timelines
- smaller budgets

EXAMPLE

…faculty-initiated project in response to challenges associated with the open lab format used at the college. Because students use the lab on an open-entry/open-exit basis, the staff member on hand at any one time might not have the expertise needed to help the student. To address this challenge, the staff is implementing a strategy of cross training, support and enhancement that provides all faculty members with enough knowledge to deal with basic content issues and questions in the shared concentrations (Electrical Engineering Technology, Electronics/Biomedical Technology, Electro-Mechanical Technology, and Automation Engineering Technology.). …

Goals:

1. Enhance the quality of students' learning experience in the Manufacturing Technology Center by improving the instructor's ability to assist all students in select courses.
2. Improve the quality of the labs.
3. Increase the percentage of students successfully completing courses on his/her first attempt.

Lori

1. What is the problem or need being addressed by this project?

←Failure rate must be relatively high

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Lori

2. What are the main project activities?

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Lori

3. Who are the primary participants in the project's activities?

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Lori

4. What will be different for faculty because of the project?

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Lori

5. Who is ultimately supposed to benefit from this project?

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Lori

6. What is expected to be different for students because of the project?

1. What is the problem or need being addressed by this project?

Lori

Need

Faculty do not have adequate knowledge to assist students in open labs.

⬇

A significant number of students are performing poorly courses requiring open lab work.

2. What are the main project activities?
3. Who are the primary participants in the project's activities?

Lori

Need	Activities
Faculty do not have adequate knowledge to assist students in open labs.	Train faculty staffing the lab on all equipment.
⬇	
A significant number of students are performing poorly courses requiring open lab work.	

4. What will be different for faculty because of the project?

Lori

Need	Activities	Outcomes
Faculty do not have adequate knowledge to assist students in open labs.	Train faculty staffing the lab on all equipment.	Faculty are able to help students in the lab.
⬇		
A significant number of students are performing poorly courses requiring open lab work.		

5. Who is ultimately supposed to benefit from this project?
6. What is expected to be different them?

Lori

Need	Activities	Outcomes
Faculty do not have adequate knowledge to assist students in open labs.	Train faculty staffing the lab on all equipment.	Faculty are able to help students in the lab.
↓		↓
A significant number of students are performing poorly courses requiring open lab work.		Students learn more.
		↓
		Students are successful in their courses.

Need, activities, and outcomes are logically linked

Lori

Need	Activities	Outcomes
Faculty do not have adequate knowledge to assist students in open labs.	Train faculty staffing the lab on all equipment.	Faculty are able to help students in the lab.
↓		↓
A significant number of students are performing poorly courses requiring open lab work.		Students learn more.
		↓
		Students are successful in their courses.

Evaluation Questions

Lori

Activities	Outcomes
Train faculty staffing the lab on all equipment.	Faculty are able to help students in the lab.
	Students learn more.
	Students are successful in their courses.

To what extent did the training meet the needs of faculty?

Evaluation Questions

Lori

Activities	Outcomes
Train faculty staffing the lab on all equipment.	Faculty are able to help students in the lab.
	Students learn more.
	Students are successful in their courses.

To what extent did the training improve the faculty's competence with lab equipment?

Evaluation Questions

Lori

Activities → **Outcomes**

Train faculty staffing the lab on all equipment.

Faculty are able to help students in the lab.

↓

Students learn more.

↓

Students are successful in their courses.

To what extent did the training improve student performance in lab-related courses?

Evidence: Matching Data to Questions

Lori

EVALUATION QUESTION	INDICATORS	DATA SOURCES/METHODS
To what extent did the training meet the needs of participating faculty?	– Faculty self-report of satisfaction, relevance, engagement	– Interviews or surveys of participating faculty
	– Degree to which training covered all lab equipment	– Review of training content and/or PI self-report

Evidence: Matching Data to Questions

Lori

EVALUATION QUESTIONS	INDICATORS	DATA SOURCES/METHODS
To what extent did the training improve the faculty's competence with lab equipment?	Faculty self-report of learning	Interviews or surveys of participating faculty
	Percentage of faculty participation	Project records
	Participants' ability to operate lab equipment	Performances tasks during training
	Student satisfaction with the help they receive in labs	Surveys or interviews of students

Evidence: Matching Data to Questions

Lori

EVALUATION QUESTIONS	INDICATORS	DATA SOURCES/METHODS
To what extent did the training improve student performance in lab-related courses?	Student grades on assignments requiring lab work	Provided by faculty teaching courses
	Student grades for lab-related courses.	Provided by faculty teaching courses
	Percentage of students passing courses on first attempt	Institutional data

Evaluation

Lori

- ✓ Ask important questions about a project's processes and outcomes.
- ✓ Gather evidence that will help answer those questions.
3. Interpret the results and answer the questions.
4. Use the information for accountability, improvement, and planning.

Interpretation

Lori

EVALUATION QUESTIONS	INDICATORS	TARGETS
To what extent did the training improve student performance in lab-related courses?	Student grades on assignments requiring lab work	75% of students will achieve a grade of 'C' or better on all assignments
	Student grades for lab-related courses	75% or more of students will achieve course grade of 'C' or better in
	Percentage of students passing classes on first attempt	Increase from 50% to at least 75%

Compare results with targets in order to answer questions

Evaluation

Lori

- ✓ Ask important questions about a project's processes and outcomes.
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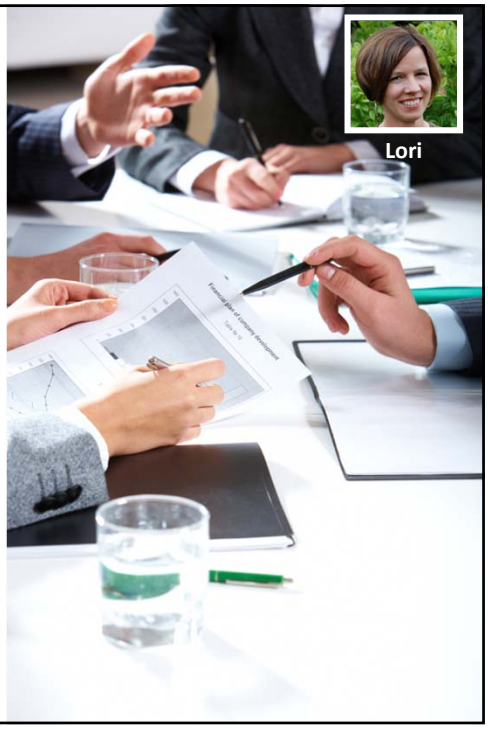
- ✓ Interpret the results and answer the questions.
3. Use the information for accountability, improvement, and planning.

Using Evaluation

Accountability

- Include results in your annual report to NSF



Using Evaluation

Accountability

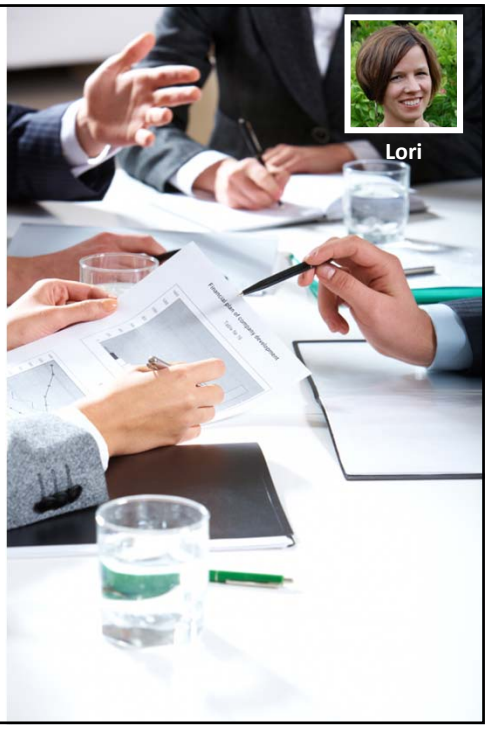
- Include results in your annual report to NSF

Improvement

- Monitor results as data are gathered to determine if changes are needed in implementation

Planning

- Determine what worked and what didn't as you plan your next project
- Summarize outcomes and lessons learned in your next proposal's "Results of Prior NSF Support" section



Evaluation

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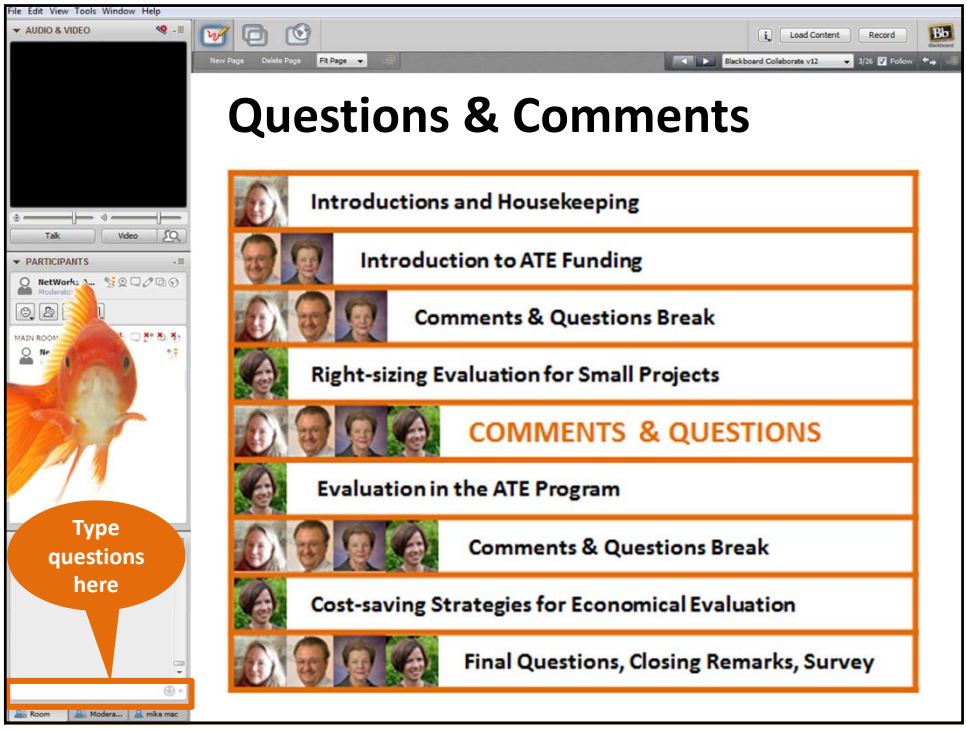


Evaluation in the ATE Program

Lori
Wingate

ATE Program Goals

- produce more qualified science and engineering technicians to meet workforce demands
- improve the technical skills and the STEM preparation of these technicians and the educators who prepare them

ATE Program Goals

Lori

- produce more qualified science and engineering technicians to meet workforce demands
- improve the technical skills and the STEM preparation of these technicians and the educators who prepare them

Your project's job is to make a contribution to these goals.

Your evaluation's job is to determine the merit, worth, and significance of your contribution.

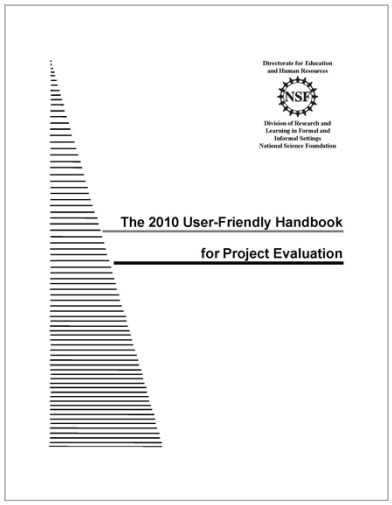
Lori

"What does NSF want to see in a project evaluation?"

Lori

Ask your program officer!

(If you're not sure who your PO is, find out!)



Lori

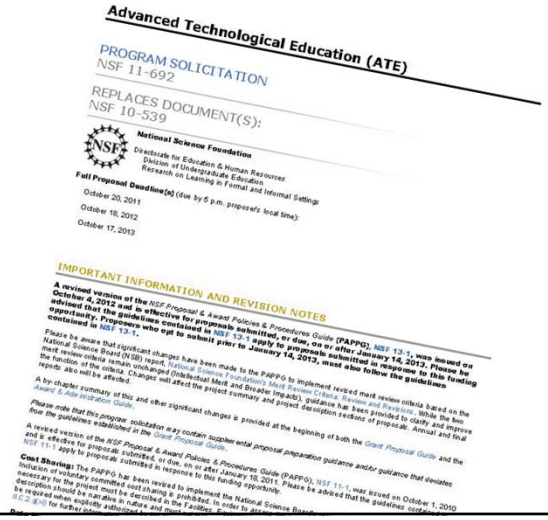
Check out the NSF User-friendly Guide to Project Evaluation

Keyword search our DIGITAL LIBRARY ON "friendly"
www.evalu-ate.org/resources

NSF Expectations for Evaluation

Lori

Read the solicitation carefully for clues and cues for expectations for ATE project evaluation


Advanced Technological Education (ATE)

PROGRAM SOLICITATION
NSF 11-692

REPLACES DOCUMENT(S):
NSF 10-539

National Science Foundation
Directorate for Education & Human Resources
Division of Undergraduate Education
Research on Learning in Formal and Informal Settings

Full Proposal Deadline(s) (due by 5 p.m. proposer's local time):
October 20, 2011
October 18, 2012
October 17, 2013

IMPORTANT INFORMATION AND REVISION NOTES

A revised version of the NSF Proposal & Award Policies & Procedures Guide (PAPPG), NSF 13-1, was issued on October 4, 2012 and is effective for proposals submitted, or due, on or after January 14, 2013. Please be advised that the guidelines contained in NSF 13-1 apply to proposals submitted in response to this funding opportunity. Proposers who opt to submit prior to January 14, 2013, must also follow the guidelines contained in NSF 13-1.

NSF Expectations for Evaluation

Lori

ATE-Specific INTELLECTUAL MERIT Criteria about Evaluation:

> "Is the evaluation likely to provide useful information to the project and others?"

> "The most important purpose of evaluation is not to prove, but to improve."
>
> —Daniel Stufflebeam

NSF Expectations for Evaluation

Lori

CURRICULUM AND EDUCATIONAL MATERIALS DEVELOPMENT PROJECTS

“Evaluation activities are deep and broad, demonstrating the impact of the project on many students and faculty. Evaluation must include measures of increased student learning of content and processes and have input from employers.”

NSF Expectations for Evaluation

Lori

CURRICULUM AND EDUCATIONAL MATERIALS DEVELOPMENT PROJECTS

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NSF Expectations for Evaluation

Lori

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NSF Expectations for Evaluation

Lori

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NSF Expectations for Evaluation

Lori

PROFESSIONAL DEVELOPMENT PROJECTS

> "Evaluation should demonstrate use in the classrooms and sustainable changes in practice of participating faculty and teachers. Changes in student learning outcomes as well as students' perceptions of technical careers should be measured."

NSF Expectations for Evaluation

Lori

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NSF Expectations for Evaluation

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PROFESSIONAL DEVELOPMENT PROJECTS

> Evaluation should demonstrate use in the classrooms and sustainable changes in practice of participating faculty and teachers. **Changes in student learning outcomes** as well as **students' perceptions of technical careers should be measured**.

NSF Expectations for Evaluation

Lori

PROGRAM IMPROVEMENT AND DEVELOPMENT PROJECTS

> Evaluative activities should provide evidence on the extent to which the project goals and objectives are realized.

NSF Expectations for Evaluation

Lori

PROGRAM IMPROVEMENT AND DEVELOPMENT PROJECTS

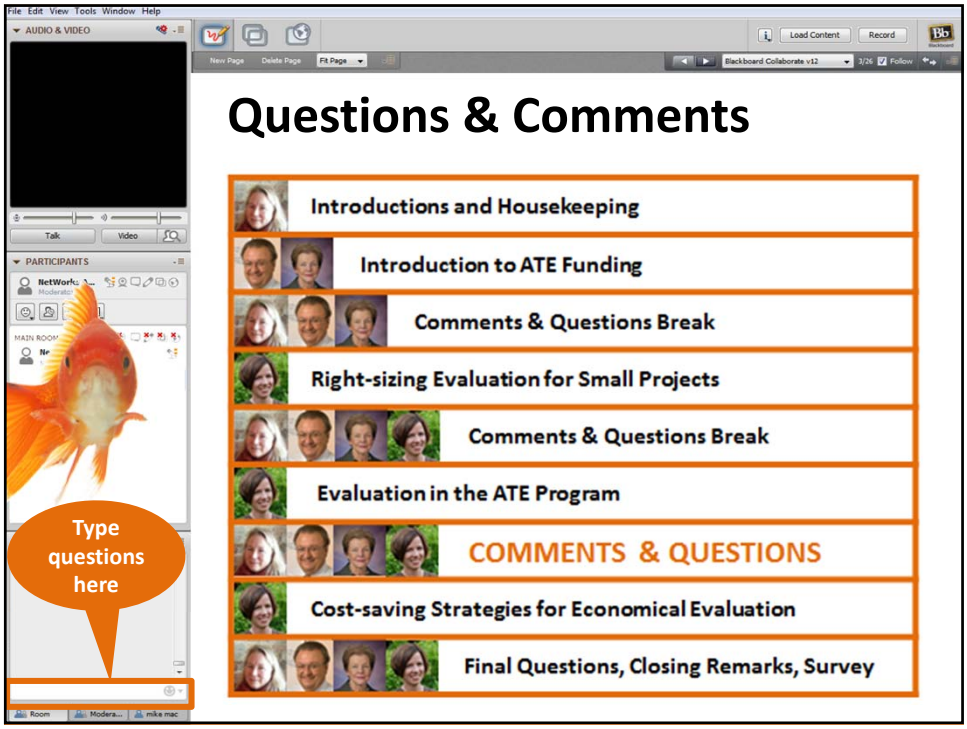
> "Evaluative activities should provide **evidence** on the extent to which the project goals and objectives are realized."

NSF Expectations for Evaluation

Lori

BUT WAIT!

A new solicitation for 2014 proposals will be issued soon



Cost-saving Strategies for Economical Evaluation

Lori
Wingate

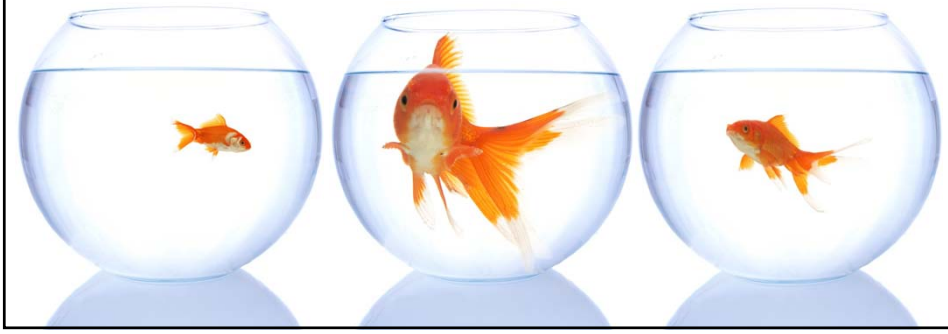
Investing in Evaluation

Lori

Evaluation is too small: *Minimal investment yields minimal return.*

Evaluation is too big. *Drains resources away from project implementation.*

Evaluation is just right: *Adds value to the project.*



Budgeting for ATE Evaluation

Lori

> "The funds to support an evaluator independent of the project or center must be requested and the requested funds must match the scope of the proposed evaluative activities."

Budgeting for ATE Evaluation

Lori

> "The funds to support an **evaluator independent of the project or center** must be requested and the requested funds must match the scope of the proposed evaluative activities."

What makes an evaluator INDEPENDENT?

Lori

- Does not have other roles on the project
- Is not supervised by someone who works on the project
- Has no financial or intellectual stake in the project's success

Degrees of evaluator independence (externality)

Lori

- Internal to project
- External to project, but internal to institution
- External to both project and institution

MUST have an external evaluator

Degrees of evaluator independence (externality)

Lori

- Internal to project
- External to project, but internal to institution
- External to both project and institution

MAY also have an internal evaluator

Evaluators in the ATE program

Lori

Any type of evaluator 94%

Evaluator external to both project and institution 77%

Both internal and external evaluators 8%

Evaluator external to project, internal to institution 4%

Internal evaluator only 3%

Budgeting for ATE Evaluation

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Budgeting for ATE Evaluation

Lori

"The funds to support an evaluator independent of the project or center must be requested and the **requested funds must match the scope of the proposed evaluative activities.**"

How much does evaluation cost?

Lori

On average, ATE projects allocate **8%** of their budgets to evaluation

Median expenditure among small projects: **$5,000/year**

How much do evaluators get paid?

Lori

Salaries vary widely:
~$200/day to ~$2,000/day

For illustration
Average daily rate of a U.S. associate professor: **$640/day**

<u>$15,000 total evaluation budget</u>
$640 daily rate
= 23 days total (not accounting for travel and other costs)
< 8 days/year

Cost-saving Strategies

Lori

1. Develop a tracking system to monitor project reach and participation.
2. Maintain a record of key project activities and accomplishments
3. Utilize institutional research data to the fullest extent possible.
4. Leverage internal and external evaluation to answer the most important questions.

Cost-saving Strategies

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1. Develop a tracking system to monitor project reach and participation.
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Keep good records!

Cost-saving Strategies

Lori

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1. Develop a tracking system to monitor project reach and participation.

Lori

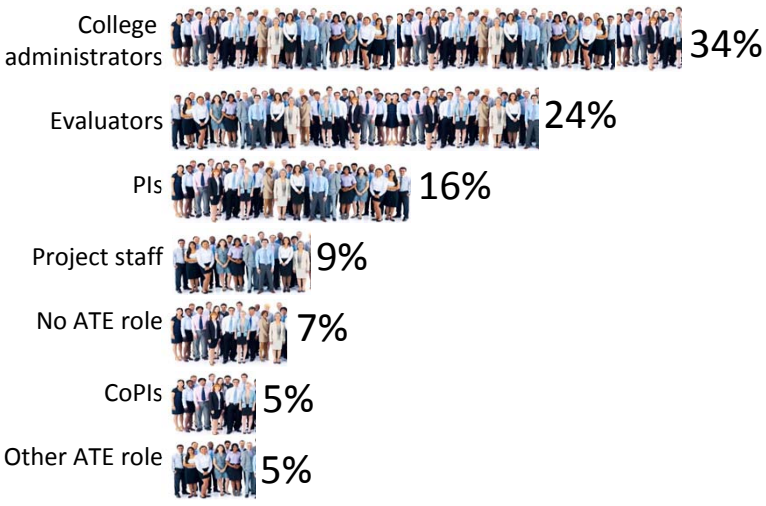
Use spreadsheet or database software to keep a log of **WHO PARTICIPATED** and their

- ✓ key demographics
- ✓ contact information
- ✓ involvement in the project, including dates

EvaluATE Example:

Tracking Reach & Participation

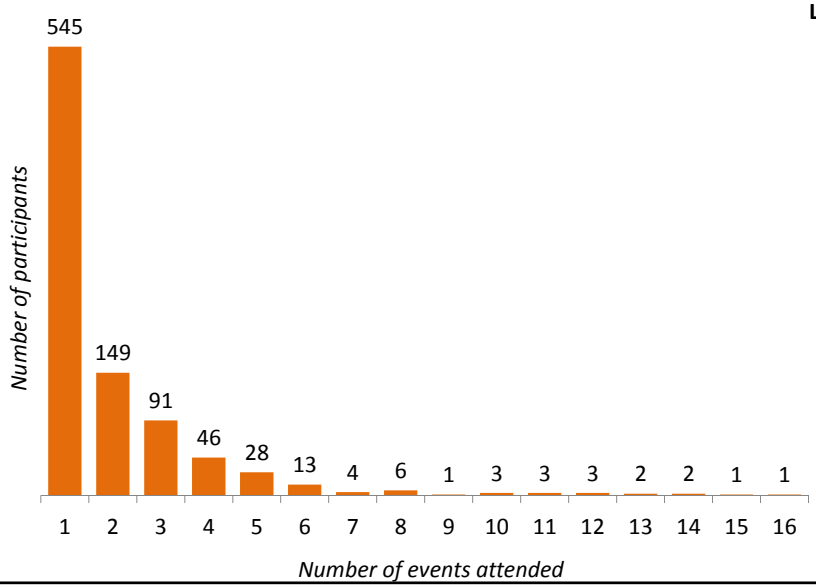
Lori



EvaluATE Example:

Tracking Reach & Participation

Lori



Tracking Reach & Participation

Data on project participants are also needed for

- NSF annual reports
- ATE annual survey

Lori

Cost-saving strategies

Lori

1. Develop a tracking system to monitor project reach and participation.
2. **Maintain a record of key project activities and accomplishments.**
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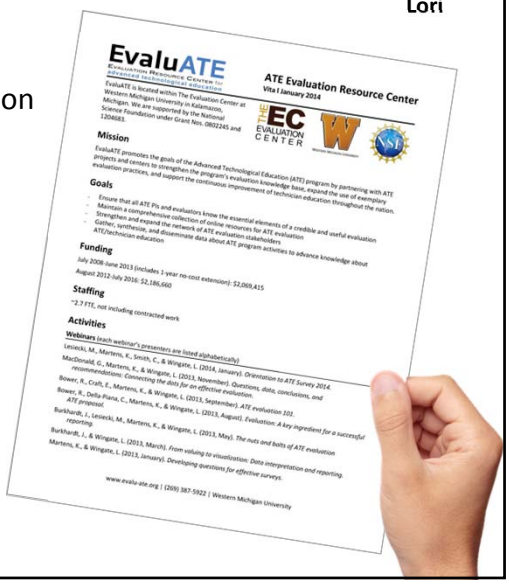
2. Maintain a record of key project activities and accomplishments.

Lori

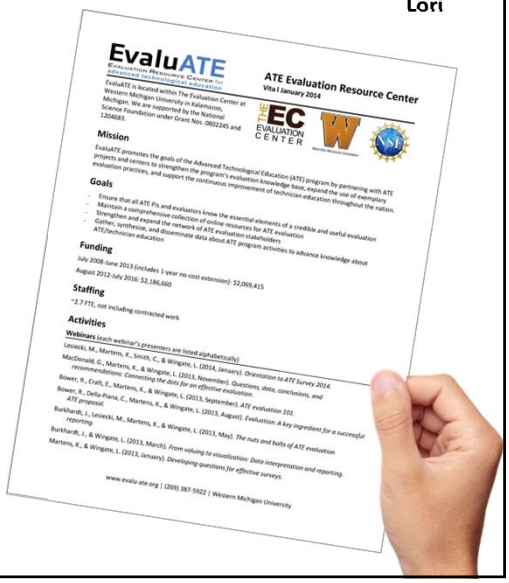
A vita for project or center provides succinct documentation of your past performance and capacity for future work



2. Maintain a record of key project activities and accomplishments.

Lori

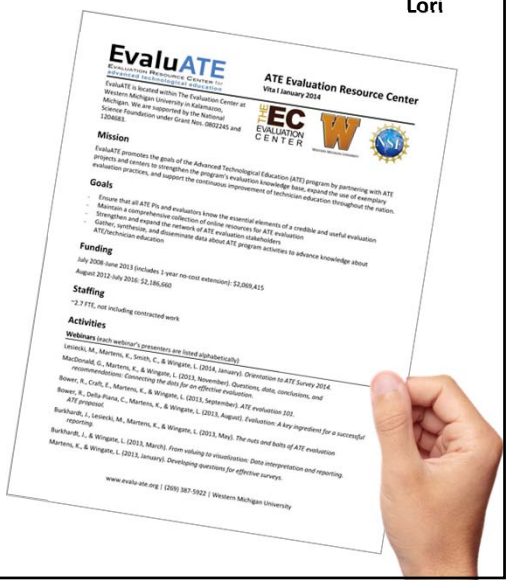
- Mission
- Goals
- Funding
- Staffing levels
- Activities/Deliverables
- Personnel (including paid staff, consultants, and collaborators)



2. Maintain a record of key project activities and accomplishments.

Lori

Puts lots of the information you'll need for your NSF annual report at your fingertips



Cost-saving strategies

Lori

1. Develop a tracking system to monitor project reach and participation.
2. Maintain a record of key project activities and accomplishments (e.g., a project fact sheet or vita).
3. **Utilize institutional research data to the fullest extent possible.**
4. Leverage internal and external evaluation to answer the most important questions.

Institutional Data

Lori

Common Data Elements
- student ID
- demographics
- program of study
- retention
- graduation

- track over time
- create comparison group

Make friends with your institutional research person now.

Find out how and when requests should be submitted.

Cost-saving strategies

Lori

1. Develop a tracking system to monitor project reach and participation
2. Maintain a record of key project activities and accomplishments (e.g., a project fact sheet or vita)
3. Utilize institutional research data to the fullest extent possible.
4. **Leverage internal and external evaluation to answer the most important questions.**

4. Leverage internal and external evaluation to answer the most important questions.

Lori

External Evaluator as Coach

Lori

External evaluator provides guidance and feedback to the project team throughout the project.

External Evaluator as Heavy-Lifter

Lori

- External evaluator plays lead role in planning the evaluation, designing instruments, analyzing results, and writing the report
- Project team gathers **data**

External Evaluator as Architect

Lori

- External evaluator designs the overall evaluation and data collection instruments.
- Project team executes the plan.

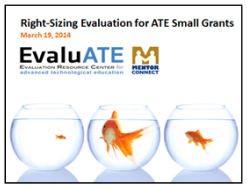
Divide and Conquer

Lori

- Internal team responsible for evaluation of reach, participation, and immediate outcomes.
- External evaluator responsible for evaluation for longer-term outcomes.

EvaluATE Example: Internal- External Evaluation of Webinars at EvaluATE

View recording of last year's webinar on same topic + Review results from previous webinar evaluation survey



EvaluATE Example: Internal- External Evaluation of Webinars at EvaluATE

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↓

Revise webinar content and structure based on identified strengths and weaknesses

↓

EvaluATE Example: Internal- External Evaluation of Webinars at EvaluATE

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+

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Revise webinar content and structure based on identified strengths and weaknesses

↓

→ Debrief about event & record notes on perceived strengths and weaknesses

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Compile webinar evaluation survey results

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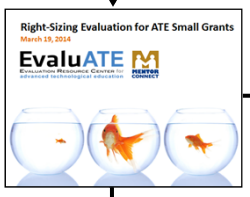

→ Debrief about event & record notes on perceived strengths and weaknesses

↓

Compile webinar evaluation survey results → Use results to inform planning for next webinar

EvaluATE Example: Internal- External Evaluation of Webinars at EvaluATE

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Revise webinar content and structure based on identified strengths and weaknesses

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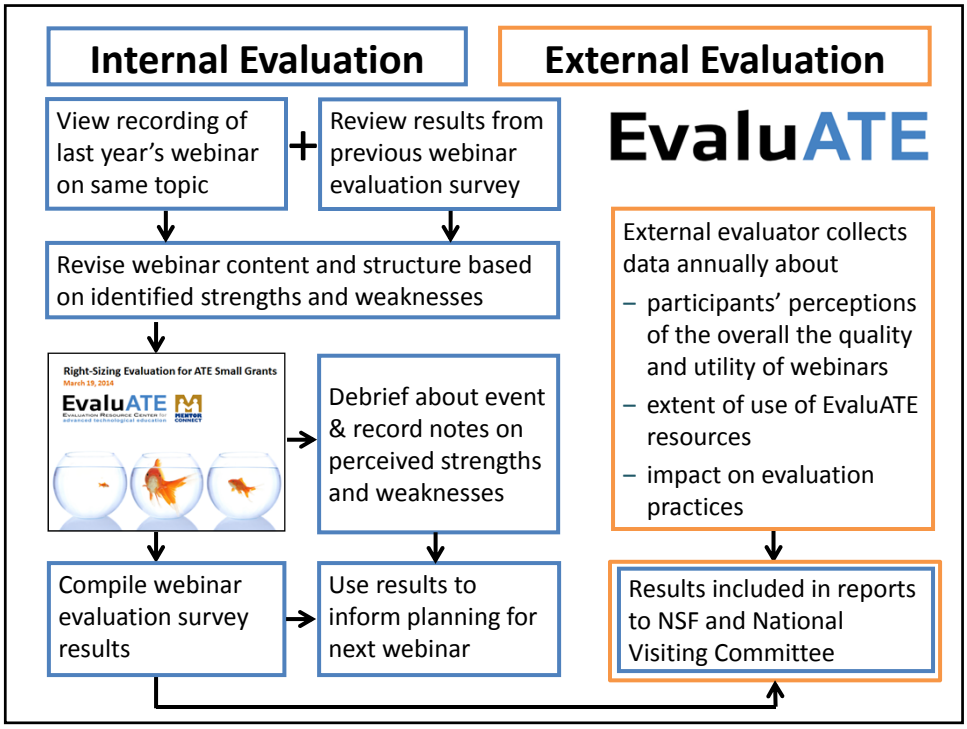
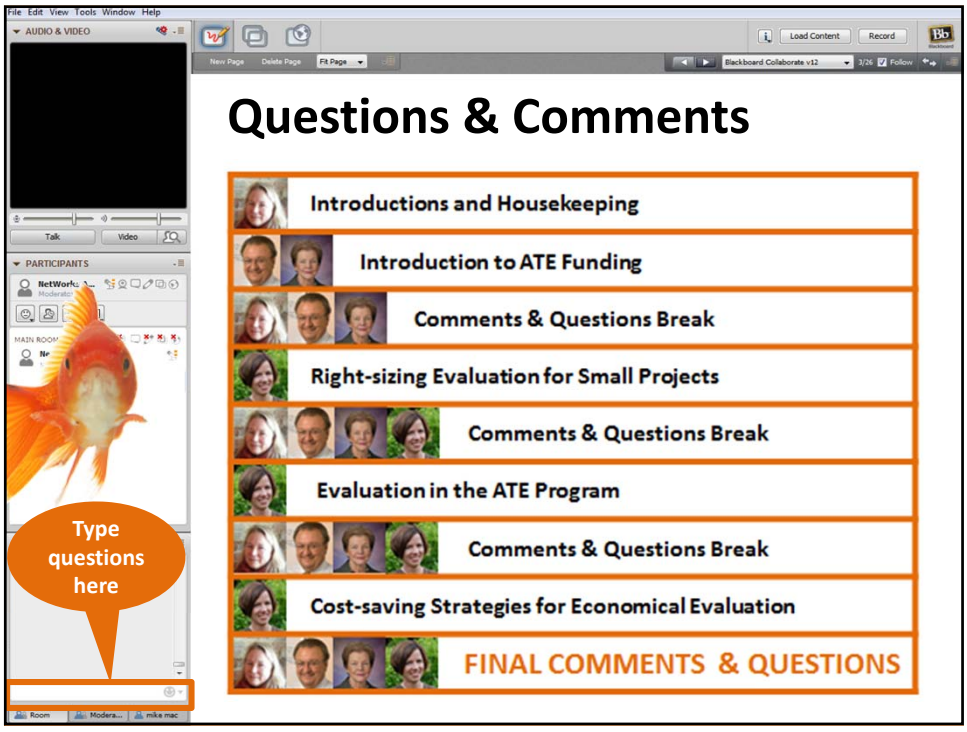
Compile webinar evaluation survey results → Use results to inform planning for next webinar

External evaluator collects data annually about

- participants' perceptions of the overall the quality and utility of webinars
- extent of use of EvaluATE resources
- impact on evaluation practices


Internal Evaluation
External Evaluation
EvaluATE
View recording of last year's webinar on same topic
+
Review results from previous webinar evaluation survey
Revise webinar content and structure based on identified strengths and weaknesses
Right-Sizing Evaluation for ATE Small Grants
March 19, 2014
EvaluATE
Debrief about event & record notes on perceived strengths and weaknesses
Compile webinar evaluation survey results
Use results to inform planning for next webinar
External evaluator collects data annually about
– participants' perceptions of the overall the quality and utility of webinars
– extent of use of EvaluATE resources
– impact on evaluation practices
Results included in reports to NSF and National Visiting Committee


AUDIO & VIDEO
PARTICIPANTS
Type questions here
Questions & Comments
Introductions and Housekeeping
Introduction to ATE Funding
Comments & Questions Break
Right-sizing Evaluation for Small Projects
Comments & Questions Break
Evaluation in the ATE Program
Comments & Questions Break
Cost-saving Strategies for Economical Evaluation
FINAL COMMENTS & QUESTIONS

Introducing…

FAS4ATE

FORMATIVE ASSESSMENT SYSTEMS FOR ATE

This material is based upon work supported by the National Science Foundation under grant number 1349079. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author and do not necessarily reflect the views of NSF.

FAS4ATE

FORMATIVE ASSESSMENT SYSTEMS FOR ATE

The FAS4ATE project seeks to identify key evaluation questions and data to help PIs make real-time changes to improve their projects

FAS4ATE
FORMATIVE ASSESSMENT SYSTEMS FOR ATE

They are seeking PIs and evaluators interested in engaging in a process of logic modelling and evaluation planning, culminating in a one day workshop

FAS4ATE
FORMATIVE ASSESSMENT SYSTEMS FOR ATE

Participants will have the opportunity to develop logic and evaluation models specific to their projects, identify real time data sources, plan for data collection systems and **interact with colleagues working in the same program areas**

FAS4ATE
FORMATIVE ASSESSMENT SYSTEMS FOR ATE

WEBINAR INVITATION:

Making a Logic Model that Works for You

May 21, 2014, 1-2:30 EDT

Learn more and register at

www.evalu-ate.org/events

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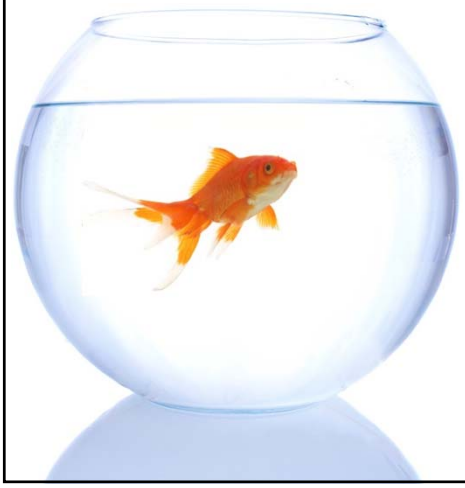

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