

Beyond Satisfaction and Short-Term Self-Reports: Evaluating the Impact of Your ATE Grant

Assessing participants' (whether students, faculty, or others) satisfaction with an intervention and their immediate perceptions of how their learning, attitudes, or behaviors have changed is important in any evaluation. The problem is that many evaluations stop there. It is challenging to identify and collect data that are meaningful and valid indicators of change attributable to a project. In this session, participants will discuss their current evaluation practices and brainstorm alternative strategies for evaluating the impact of ATE initiatives.

Session Questions

1. What are your project's (or the one you are evaluating) intended impacts/long-term outcomes? What indicators are you using to evaluate the project's impact?
2. To what extent have you used institutional/college-level data in your evaluation? data from employers? student assessment data? How and with what results?
3. To what extent does your evaluation include follow-up data from participants after their direct involvement with your project to determine mid- and long-term results? What data are collected and when?

Online Resources

EvaluATE: The Evaluation Resource Center for Advanced Technological Evaluation

www.evaluate.org – see especially:

- ATE Logic Model Template: evaluate.org/resources/logic_model_template
- Worksheet for Establishing Claims and Providing Evidence of Effectiveness: evaluate.net/downloads/Establishing.pdf

Northwest Center for Public Health Practice's Evaluation Manuals and Modules

www.nwcphp.org/evaluation

Program Development and Evaluation, University of Wisconsin - Extension

www.uwex.edu/ces/pdande/evaluation/index.html

Evaluating Professional Development: A Framework for Adult Education

www.calpro-online.org/pubs/evalmon.pdf

Framework for Evaluating Impacts of Informal Science Education Projects

informal-science.org/evaluations/eval_framework.pdf

Reformed Teaching Observation

Protocol physicsed.buffalostate.edu/AZTEC/RTOP/RTOP_full/index.htm

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