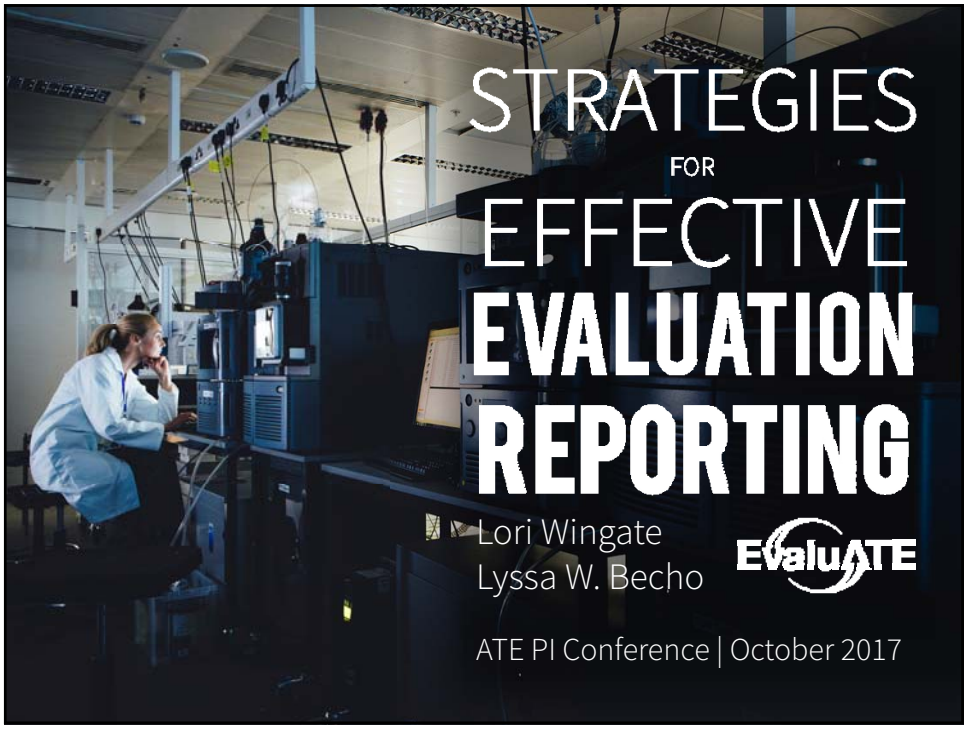
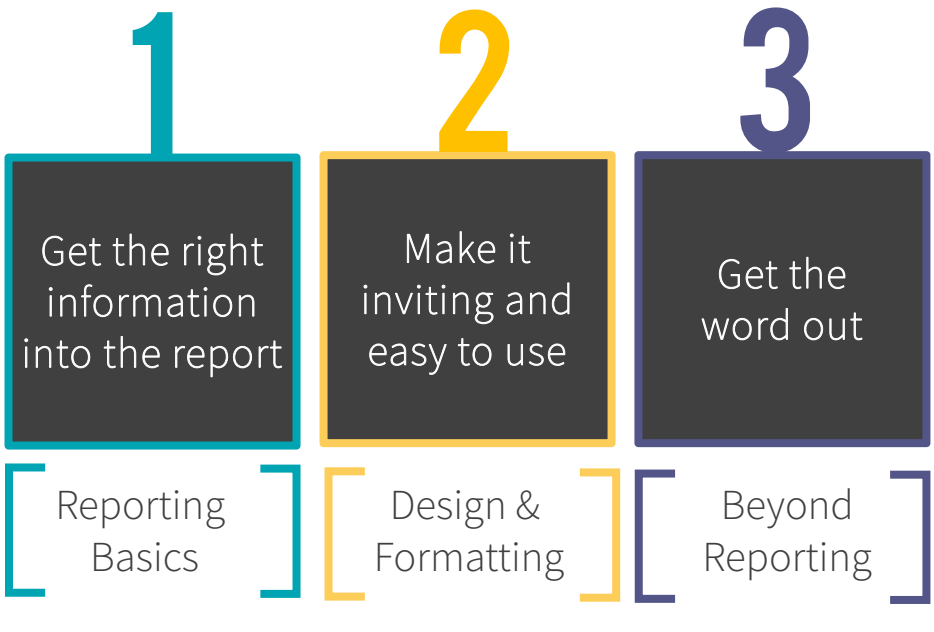


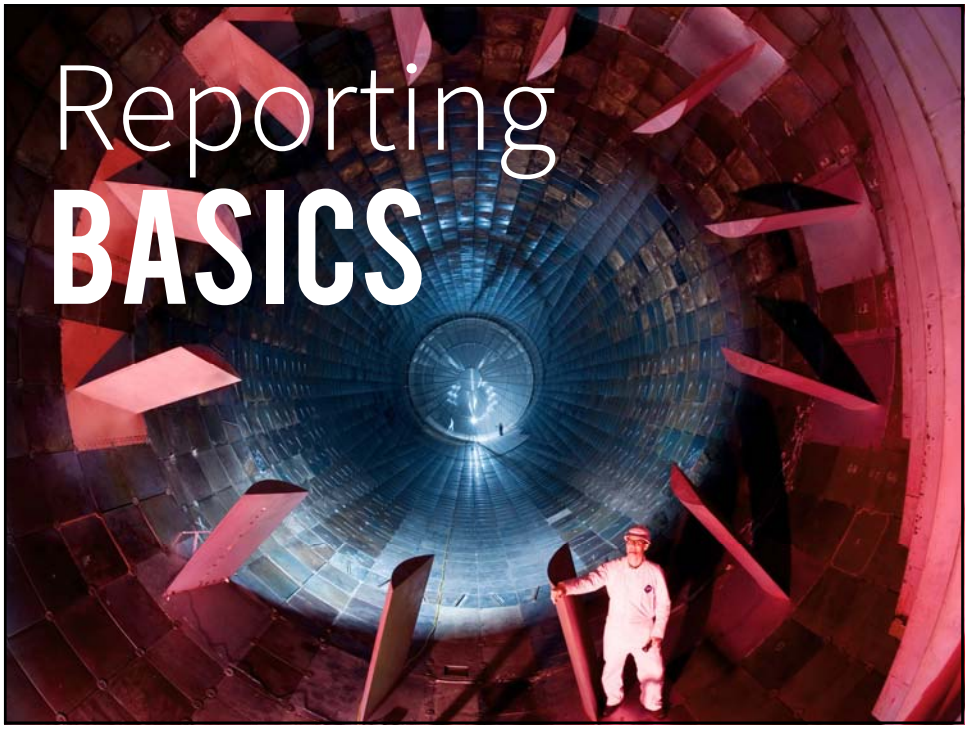
EvaluATE

Webinars | Newsletter | Blog | Resource Library

WWW.EVALU-ATE.ORG

This material is based upon work supported by the National Science Foundation under Grant No. 1600992. The content reflects the views of the authors and not necessarily those of NSF.





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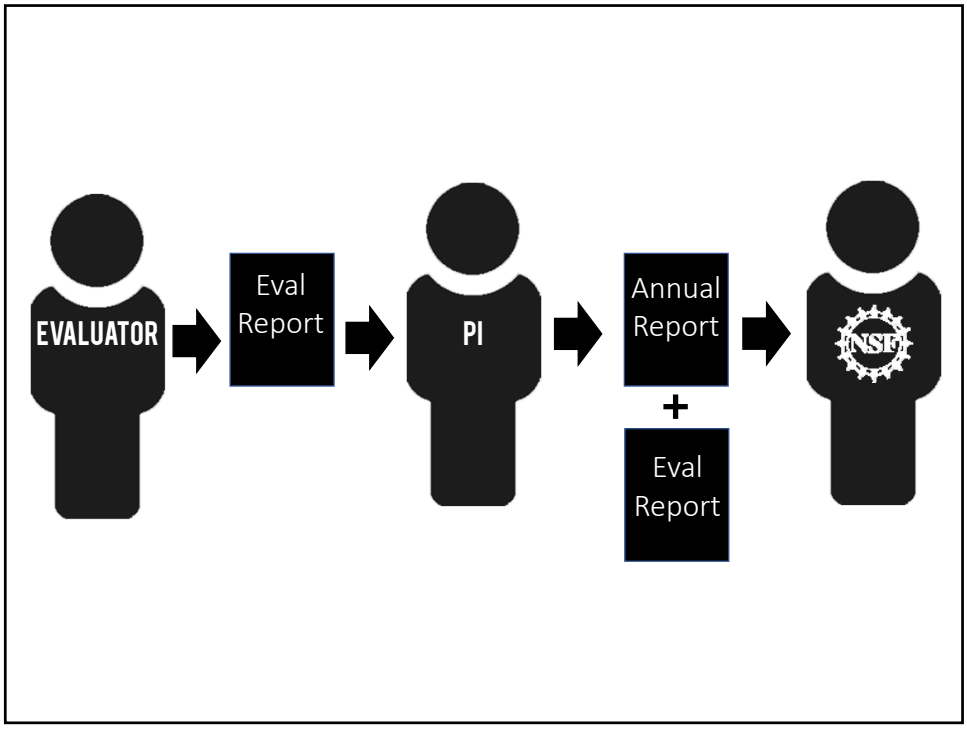

NSF ANNUAL REPORT

Cover | Accomplishments | Products | Participants | Impact | Changes/ Problems | Special Req's

Research.GOV

NSF ANNUAL REPORT

Cover | Accomplishments | Products | Participants | Impact | Changes/ Problems | Special Req's

- Report on results and outcomes
- Upload evaluation report

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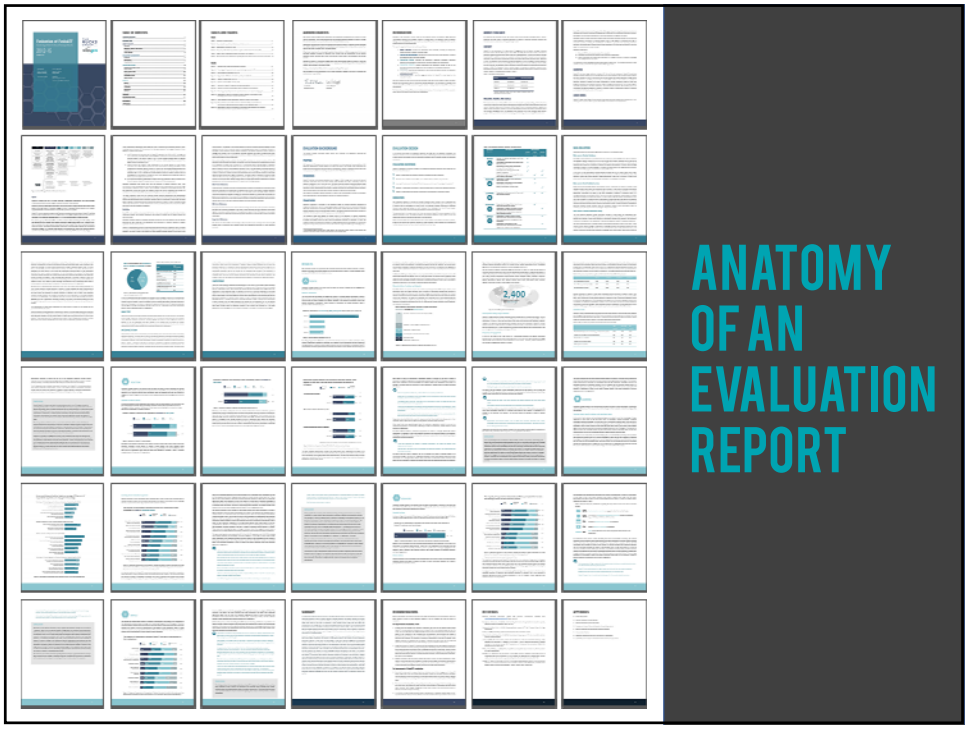
EVALUATION REPORT

- Explanation of what was evaluated
  - Data
    - Conclusions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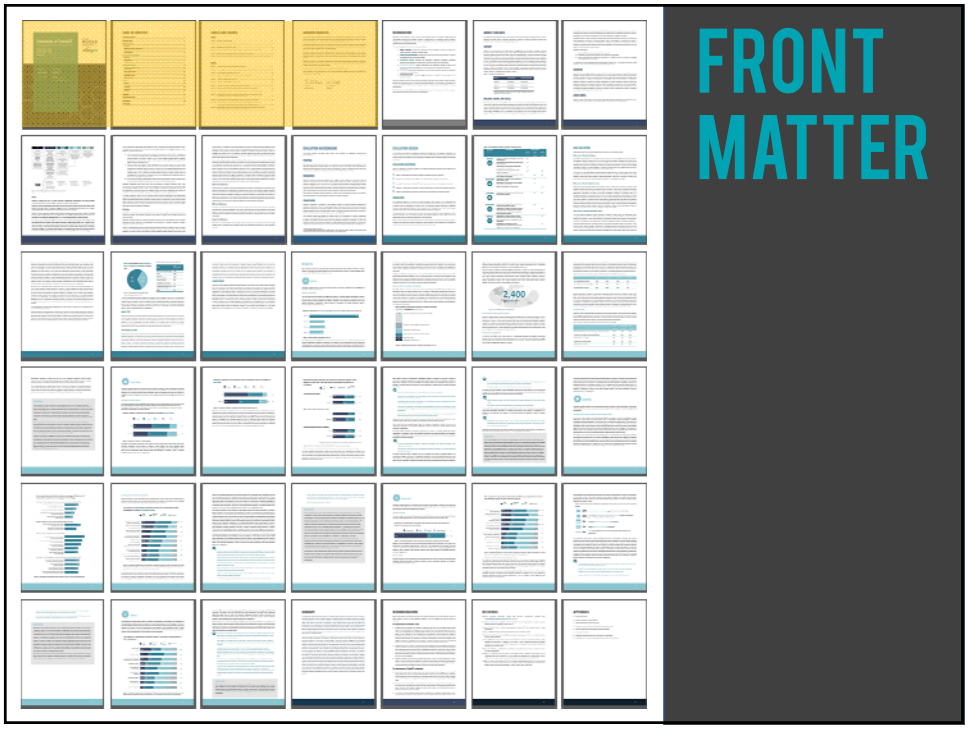
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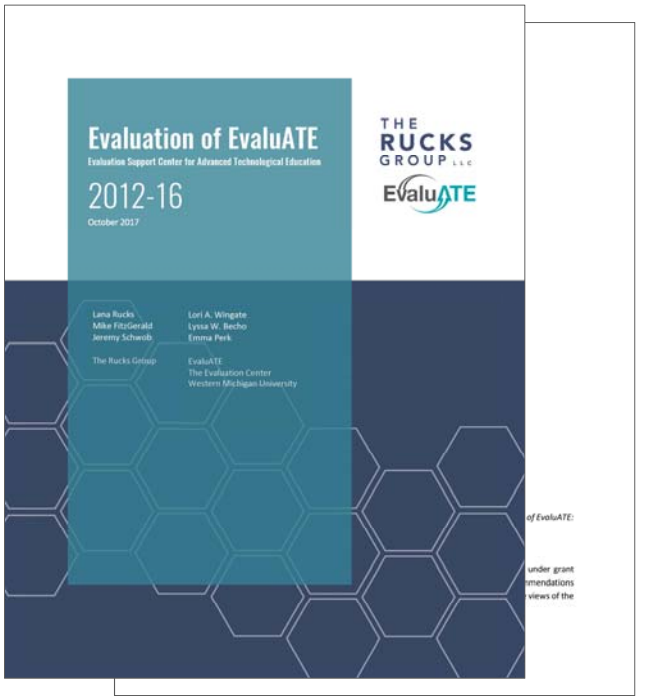

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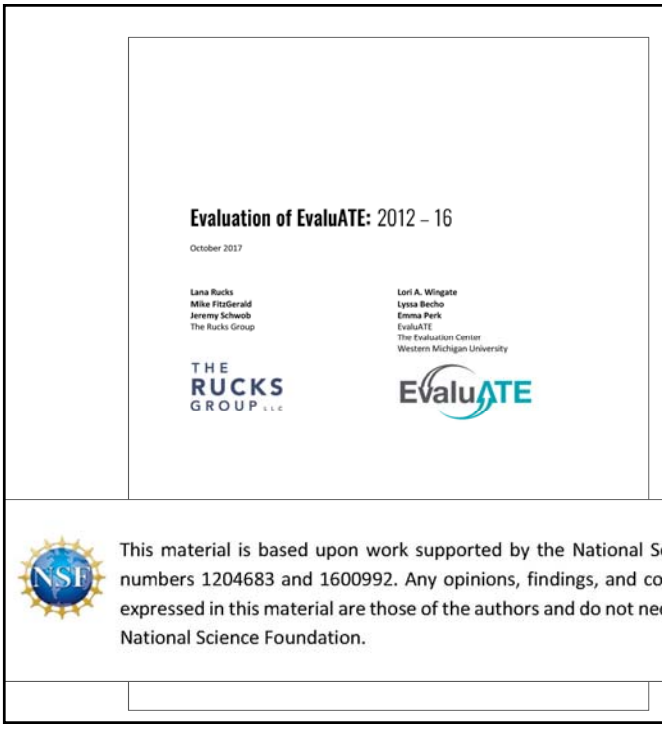

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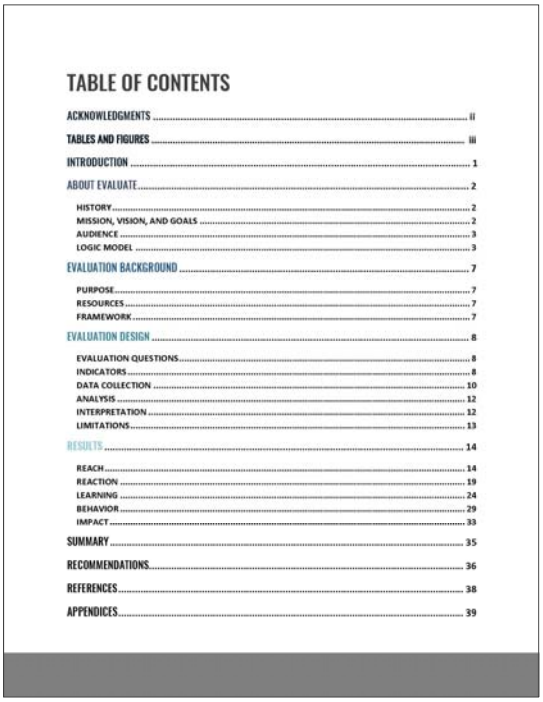

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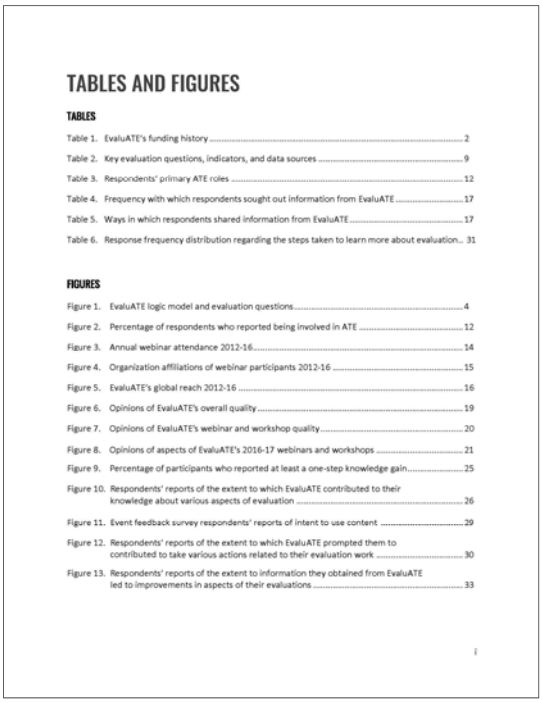
so readers can find what they need to know



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helpful if you have several

EXECUTIVE SUMMARY

may be the only part some stakeholders read

ACKNOWLEDGMENTS

This report is made possible by the participation and contributions of individuals too numerous to name them all individually. They include everyone who has provided evaluative feedback to EvaluATE through the external evaluation survey and webinar and workshop feedback surveys.

Additionally, we would like to thank the individuals who served on EvaluATE's National Visiting Committee from 2012 to 2016 for their guidance and feedback: Leslie Goodyear, Dennis Faber, Eileen Lento, Peter Saflund, Nick Smith, Elizabeth Teles, and Peggie Weeks.

Of particular importance for enhancing the quality of data collection in 2016, we appreciate the time and thoughtful feedback provided by individuals who assisted with the development of the external evaluation survey: Kelly Ball, Leah Fischer, Amy Germuth, Sharon Gusky, Tania Jarosewich, and Michael Lesiecki.

Members of EvaluATE's Community College Liaison Panel have provided insights on EvaluATE's work and impact, which have informed the evaluation in an ongoing way: Marilyn Barger, Sharon Gusky, Michael Lesiecki, Jane Ostrander, and Gordon Snyder.

Finally, we thank Cynthia Williams for her exceptional editing of this report.

We are grateful for the contributions of all of these individuals. However, any errors or omissions are exclusively our responsibility.

Lana Rucks
The Rucks Group

Lori A. Wingate
EvaluATE

ACKNOWLEDG-MENTS

thank those involved

The PI and co-PI met with the project's ATE NSF PO to discuss their NVC's feedback on their DACUM process.

The evaluation included both RCT and QED methods and was informed by UFE, CIPP, as well as the PES and AEA Guiding Principles.

LIST OF ACRONYMS

(if needed)

CORE MATTER

INTRODUCTION

orients reader to what is in the report and how the information is organized

PROJECT DESCRIPTION

so the reader knows what was evaluated

EVALUATION BACKGROUND

so the reader understands factors that influenced the planning and conduct of the evaluation

EVALUATION DESIGN

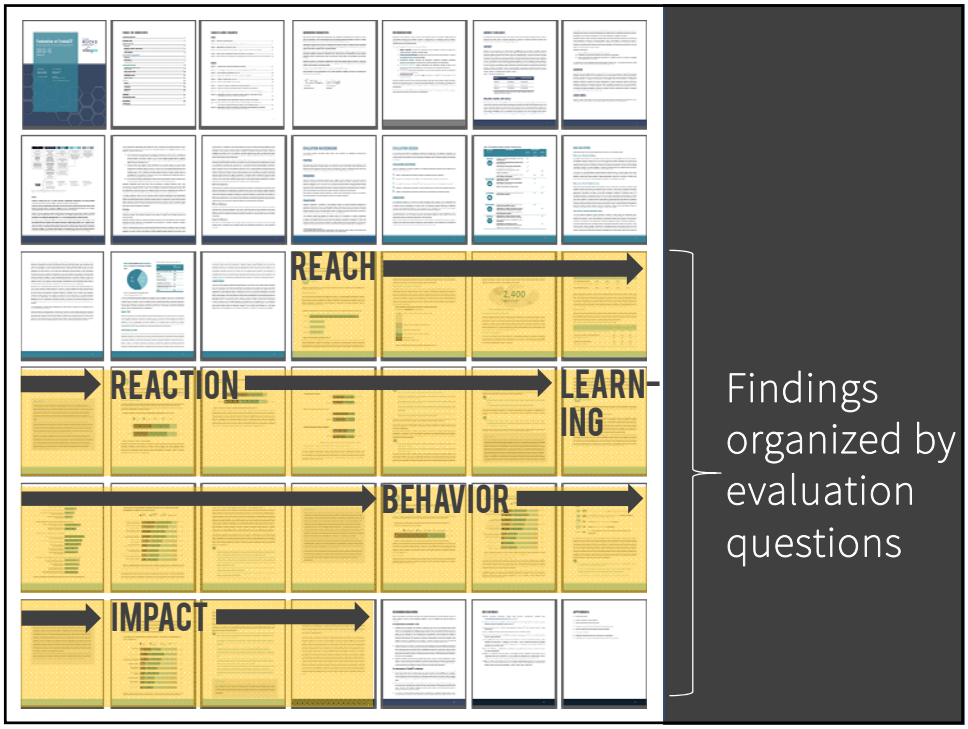
describes how the evaluation was implemented and how results were obtained

Evaluation Question	Key Indicators	Data Sources: Contact Database	Event Feedback Survey	External Evaluation Survey
REACH	Number of webinar participants and their characteristics	✓		
	Percentage of participants who attend more than one event	✓		
	Percentage of active grants represented among webinar participants	✓		
	Users' frequency of engagement with EvaluATE resources	✓		✓
	Respondents' reports of sharing information from EvaluATE with others		✓	✓
REACTION	Respondents' ratings of their satisfaction with specific events		✓	
	Respondents' descriptions of the strengths and weaknesses of events		✓	
	Ratings of EvaluATE's overall quality			✓
LEARNING	Respondents' self-assessments of how much they learned EvaluATE		✓	✓
BEHAVIOR	Respondents' ratings of their intent to use what they learned from events		✓	
	Respondents' ratings of the extent to which information they obtained from EvaluATE prompted them to take actions related to their evaluation practice			✓
IMPACT	Respondents' ratings of extent to which information they obtained from EvaluATE led to improvements in the quality of their evaluations			✓
	Respondents' descriptions of how information they obtained from EvaluATE helped them improve their evaluations			✓

- Evaluation Questions
- Indicators
- Sources/ Methods

EVALUATION RESULTS

what was learned from the evaluation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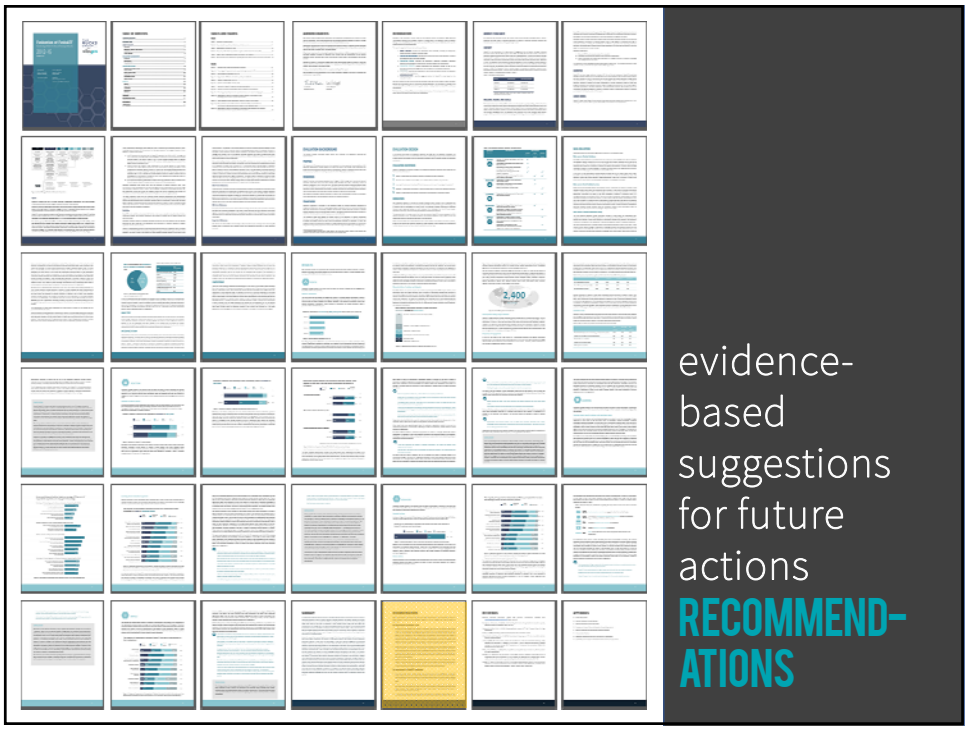
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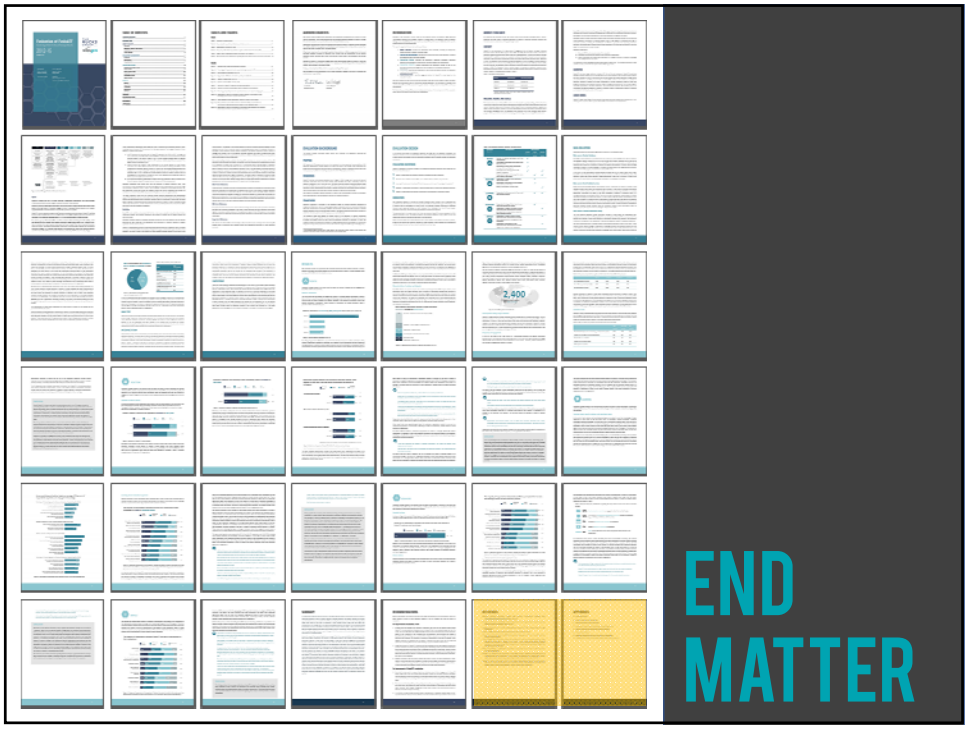
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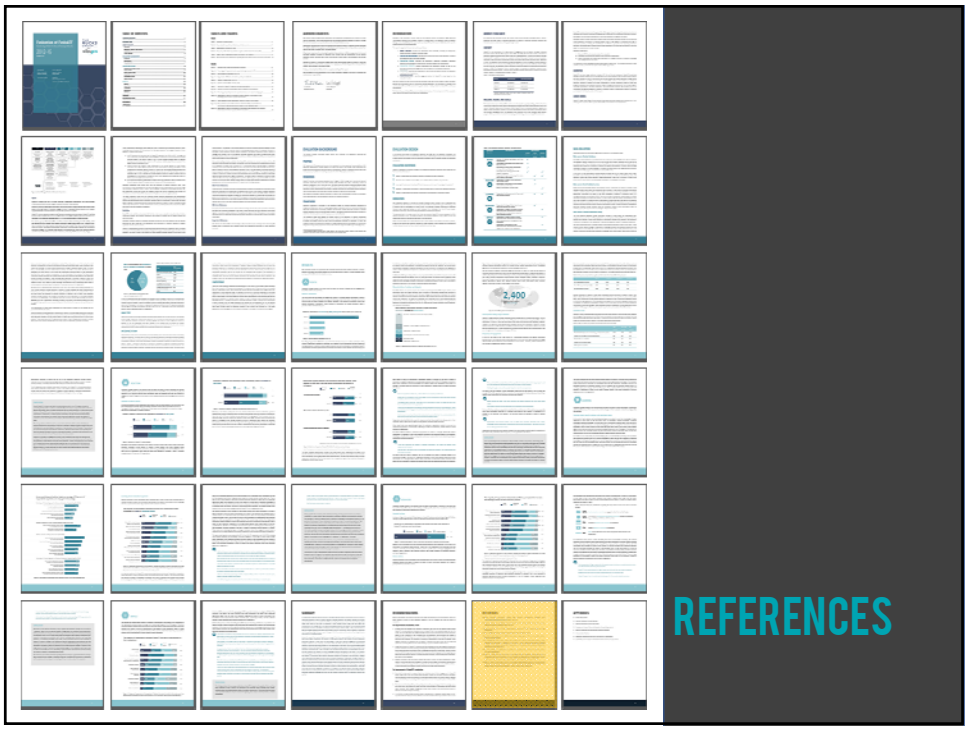
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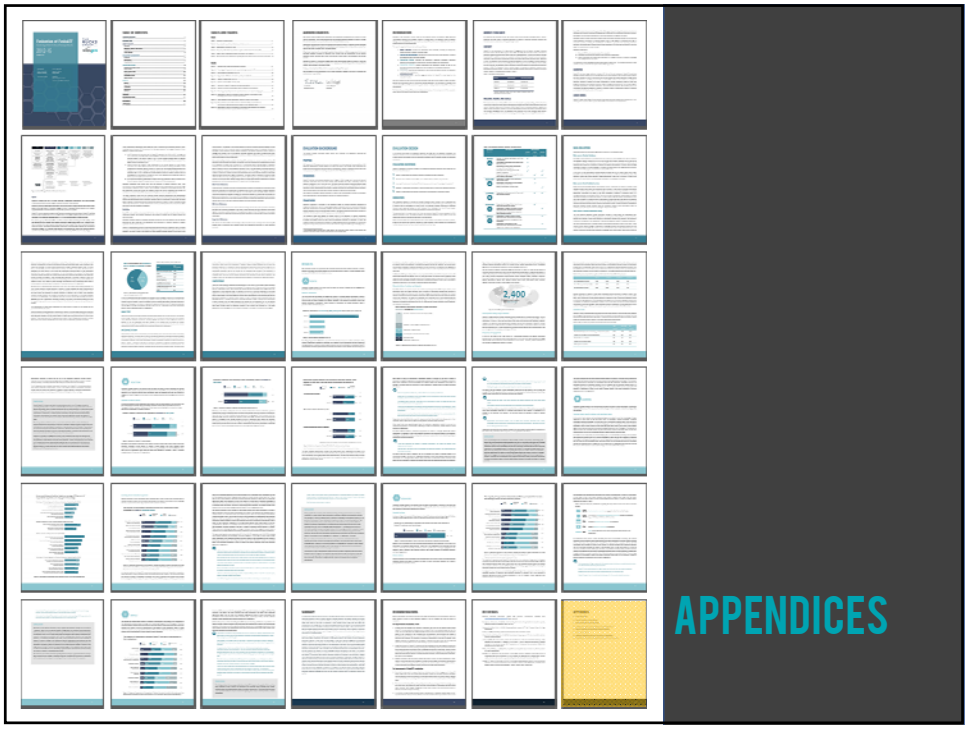


APPENDICES

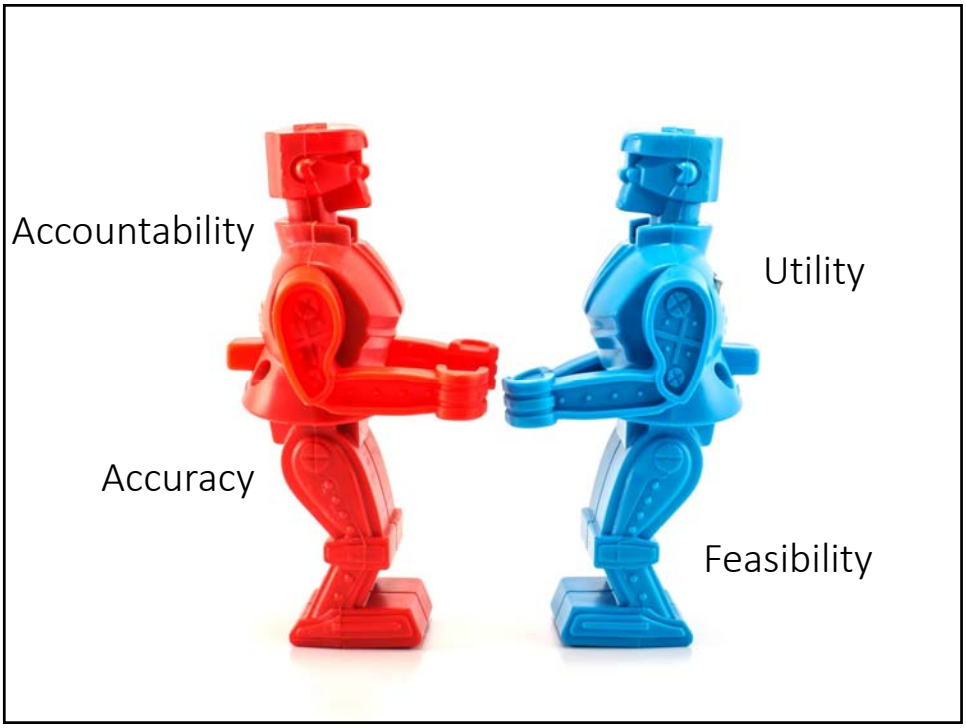
APPENDICES

A. Author Biographies
B. Webinar Evaluation Survey Example
C. External Evaluation Survey Instrument
D. Employment Areas of External Evaluation Survey Respondents
E. Results of Bivariate and Multivariate Statistical Analyses
F. Interpretation Rubrics
G. Response Frequencies Split by ATE and Non-ATE respondents
H. Coded Responses to Open-ended External Evaluation Survey Questions

Use appendices to enhance the report's credibility and transparency

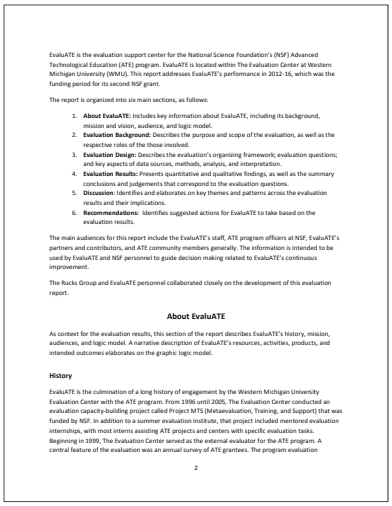
PROGRAM EVALUATION STANDARDS

UTILITY	The utility standards are intended to increase the extent to which program stakeholders find evaluation processes and products valuable in meeting their needs
FEASIBILITY	The feasibility standards are intended to increase evaluation effectiveness and efficiency.
PROPRIETY	The propriety standards support what is proper, fair, legal, right and just in evaluations.
ACCURACY	The accuracy standards are intended to increase the dependability and truthfulness of evaluation representations, propositions, and findings, especially those that support interpretations and judgments about quality.
EVALUATION ACCOUNTABILITY	The evaluation accountability standards encourage adequate documentation of evaluations and a metaevaluative perspective focused on improvement and accountability for evaluation processes and products.



Design & FORMATTING

WHY BOTHER?



EvaluATE is the evaluation support center for the National Science Foundation's (NSF) Advanced Technological Education (ATE) program. EvaluATE is located within The Evaluation Center at Western Michigan University (WMU). This report addresses EvaluATE's performance in 2012-16, which was the funding period for its second NSF grant.

The report is organized into six main sections, as follows:

1. **About EvaluATE:** Includes key information about EvaluATE, including its background, mission and vision, audience, and logic model.
2. **Evaluation Background:** Describes the purpose and scope of the evaluation, as well as the respective roles of the those involved.
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4. **Evaluation Results:** Presents quantitative and qualitative findings, as well as the summary conclusions and judgements that correspond to the evaluation questions.
5. **Discussion**: Identifies and elaborates on key themes and patterns across the evaluation results and their implications.
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The Rucks Group and EvaluATE personnel collaborated closely on the development of this evaluation report.

About EvaluATE

As context for the evaluation results, this section of the report describes EvaluATE's history, mission, audiences, and logic model. A narrative description of EvaluATE's resources, activities, products, and intended outcomes elaborates on the graphic logic model.

History

EvaluATE is the culmination of a long history of engagement by the Western Michigan University Evaluation Center with the ATE program. From 1996 until 2005, The Evaluation Center conducted an evaluation capacity-building project called Project MTS (Metaevaluation, Training, and Support) that was funded by NSF. In addition to a summer evaluation institute, that project included mentored evaluation internships, with most interns assisting ATE projects and centers with specific evaluation tasks. Beginning in 1999, The Evaluation Center served as the external evaluator for the ATE program. A central feature of the evaluation was an annual survey of ATE grantees. The program evaluation

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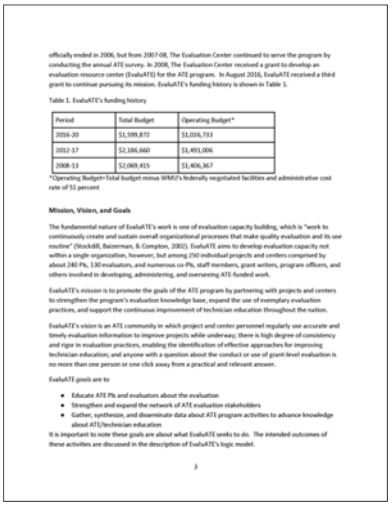

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Table 1. EvaluATE's funding history

Period	Total Budget	Operating Budget*
2016-20	$1,599,872	$1,026,733
2012-17	$2,186,660	$1,491,006
2008-13	$2,069,415	$1,406,367

*Operating Budget=Total budget minus WMU's federally negotiated facilities and administrative cost rate of 51 percent

Mission, Vision, and Goals

The fundamental nature of EvaluATE's work is one of evaluation capacity building, which is "work to continuously create and sustain overall organizational processes that make quality evaluation and its use routine" (Stockdill, Baizerman, & Compton, 2002). EvaluATE aims to develop evaluation capacity not within a single organization, however, but among 250 individual projects and centers comprised by about 240 PIs, 130 evaluators, and numerous co-PIs, staff members, grant writers, program officers, and others involved in developing, administering, and overseeing ATE-funded work.

EvaluATE's mission is to promote the goals of the ATE program by partnering with projects and centers to strengthen the program's evaluation knowledge base, expand the use of exemplary evaluation practices, and support the continuous improvement of technician education throughout the nation.

EvaluATE's vision is an ATE community in which project and center personnel regularly use accurate and timely evaluation information to improve projects while underway; there is high degree of consistency and rigor in evaluation practices, enabling the identification of effective approaches for improving technician education; and anyone with a question about the conduct or use of grant-level evaluation is no more than one person or one click away from a practical and relevant answer.

EvaluATE goals are to

- Educate ATE PIs and evaluators about the evaluation
- Strengthen and expand the network of ATE evaluation stakeholders
- Gather, synthesize, and disseminate data about ATE program activities to advance knowledge about ATE/technician education

It is important to note these goals are about what EvaluATE seeks to do. The intended outcomes of these activities are discussed in the description of EvaluATE's logic model.

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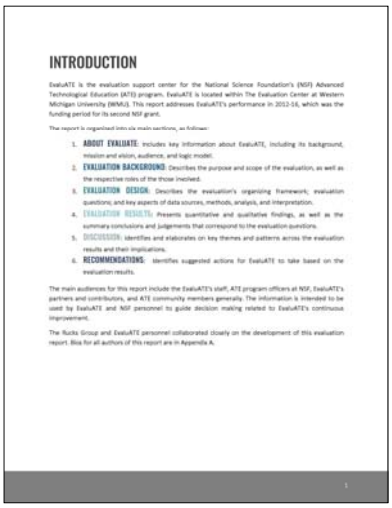
WHY BOTHER?



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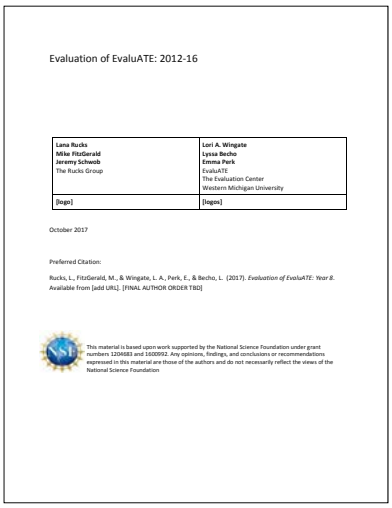
It's not about making the document **pretty**.

It's about increasing **ENGAGEMENT**, **UNDERSTANDING**, and **USE**.

ENGAGEMENT



Evaluation of EvaluATE: 2012-16

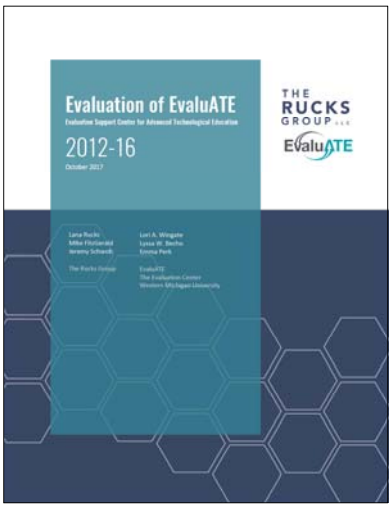
Lana Rucks **Mike FitzGerald** **Jeremy Schwob** The Rucks Group	**Lori A. Wingate** **Lyssa Becho** **Emma Perk** EvaluATE The Evaluation Center Western Michigan University
[logo]	**[logos]**

October 2017

Preferred Citation:

Rucks, L., FitzGerald, M., & Wingate, L. A., Perk, E., & Becho, L. (2017). *Evaluation of EvaluATE: Year 8*. Available from [add URL]. [FINAL AUTHOR ORDER TBD]

This material is based upon work supported by the National Science Foundation under grant numbers 1204683 and 1600992. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the National Science Foundation



Evaluation of EvaluATE

Evaluation Support Center for Advanced Technological Education

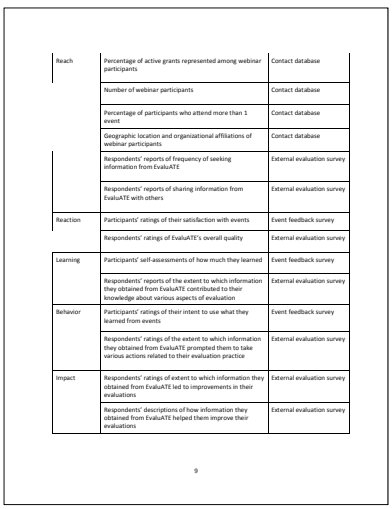
2012-16

October 2017

THE RUCKS GROUP

EvaluATE

UNDERSTANDING



Reach	Percentage of active grants represented among webinar participants	Contact database
	Number of webinar participants	Contact database
	Percentage of participants who attend more than 1 event	Contact database
	Geographic location and organizational affiliations of webinar participants	Contact database
	Respondents' reports of frequency of seeking information from EvaluATE	External evaluation survey
	Respondents' reports of sharing information from EvaluATE with others	External evaluation survey
Reaction	Participants' ratings of their satisfaction with events	Event feedback survey
	Respondents' ratings of EvaluATE's overall quality	External evaluation survey
Learning	Participants' self-assessments of how much they learned	Event feedback survey
	Respondents' reports of the extent to which information they obtained from EvaluATE contributed to their knowledge about various aspects of evaluation	External evaluation survey
Behavior	Participants' ratings of their intent to use what they learned from events	Event feedback survey
	Respondents' ratings of the extent to which information they obtained from EvaluATE prompted them to take various actions related to their evaluation practice	External evaluation survey
Impact	Respondents' ratings of extent to which information they obtained from EvaluATE led to improvements in their evaluations	External evaluation survey
	Respondents' descriptions of how information they obtained from EvaluATE helped them improve their evaluations	External evaluation survey

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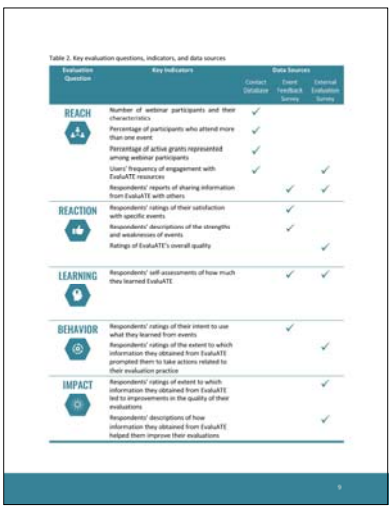
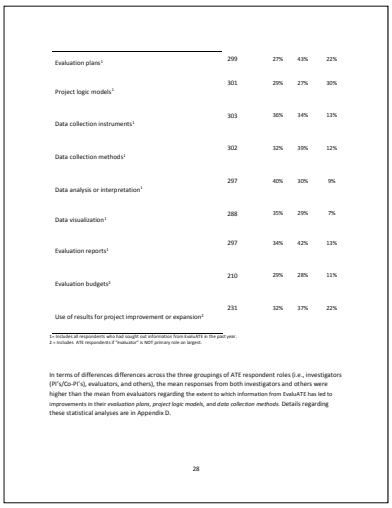


Table 2. Key evaluation questions, indicators, and data sources

Evaluation Question	Key Indicators	Data Sources: Contact Database	Data Sources: Event Feedback Survey	Data Sources: External Evaluation Survey
REACH	Number of webinar participants and their characteristics	✓		
	Percentage of participants who attend more than one event	✓		
	Percentage of active grants represented among webinar participants	✓		
	Users' frequency of engagement with EvaluATE resources	✓		✓
	Respondents' reports of sharing information from EvaluATE with others		✓	✓
REACTION	Respondents' ratings of their satisfaction with specific events		✓	
	Respondents' descriptions of the strengths and weaknesses of events		✓	
	Ratings of EvaluATE's overall quality			✓
LEARNING	Respondents' self-assessments of how much they learned EvaluATE		✓	✓
BEHAVIOR	Respondents' ratings of their intent to use what they learned from events		✓	
	Respondents' ratings of the extent to which information they obtained from EvaluATE prompted them to take actions related to their evaluation practice			✓
IMPACT	Respondents' ratings of extent to which information they obtained from EvaluATE led to improvements in the quality of their evaluations			✓
	Respondents' descriptions of how information they obtained from EvaluATE helped them improve their evaluations			✓

9

USE



Evaluation plans[1]	299	27%	43%	22%
Project logic models[1]	301	29%	27%	30%
Data collection instruments[1]	303	36%	34%	11%
Data collection methods[1]	302	32%	39%	12%
Data analysis or interpretation[1]	297	40%	30%	9%
Data visualization[1]	288	35%	29%	7%
Evaluation reports[1]	297	34%	42%	13%
Evaluation budgets[2]	210	29%	28%	11%
Use of results for project improvement or expansion[2]	231	32%	37%	22%

1 = Includes all respondents who had sought out information from EvaluATE in the past year.
2 = Includes ATE respondents if "evaluator" is NOT primary role on largest.

In terms of differences differences across the three groupings of ATE respondent roles (i.e., investigators (PI's/Co-PI's), evaluators, and others), the mean responses from both investigators and others were higher than the mean from evaluators regarding the extent to which information from EvaluATE has led to improvements in their *evaluation plans*, *project logic models*, and *data collection methods*. Details regarding these statistical analyses are in Appendix D.

28

IMPACT

The ultimate aim toward which EvaluATE is working is improvement in the quality of ATE evaluations so that high-quality evaluation plays a strategic role in advancing the goals of the ATE program. Therefore, evaluation findings related to the *Impact* level are about the extent to which information that participants received from EvaluATE has led to improvements in key aspects of their evaluations. Figure 12 shows external evaluation survey respondents' estimates of the extent to which information they received from EvaluATE led to improvements in various aspects of their evaluations.

The majority of respondents indicated EvaluATE has lead to improvement in their evaluations.

Figure 4. Response frequencies to the question, "Indicate the extent to which information you have obtained from EvaluATE has led to improvement in your evaluation with regard to the following."

33

BASIC PRINCIPLES

Headings

White space

Consistency

USE HEADINGS

In this section, we provide key information related to factors that influenced the evaluation's planning and implementation.
NSF requires all *ATE* projects and centers to be evaluated. The main purposes of these evaluations are to enhance grantees' accountability to NSF, determine effectiveness provide evidence of quality and impact, and provide useful information for project and center personnel that can be used for improvement. EvaluATE's evaluation serves these three main purposes, in addition to modeling evaluation for other ATE projects and centers.
EvaluATE has been continuously evaluated since it began in 2008 through both internal and external evaluation activities. Three sets of external evaluators have been involved. The Rucks Group, an evaluation firm located in Dayton, Ohio, has been working with EvaluATE since 2012. The Rucks Group conducted surveys of EvaluATE's audience in 2012, 2014, and 2016. Prior to that, a similar survey was conducted by the previous external evaluators. The Rucks Group and EvaluATE personnel worked closely to revise the external evaluation survey for administration in 2016. The Rucks Group had sole responsibility for the external evaluation survey's administration and analysis. EvaluATE personnel have primary responsibility for tracking EvaluATE's reach and participation and obtaining immediate feedback on webinars and workshops. Bios for

USE HEADINGS

Evaluation background
In this section, we provide key information related to factors that influenced the evaluation's planning and implementation.
Purpose
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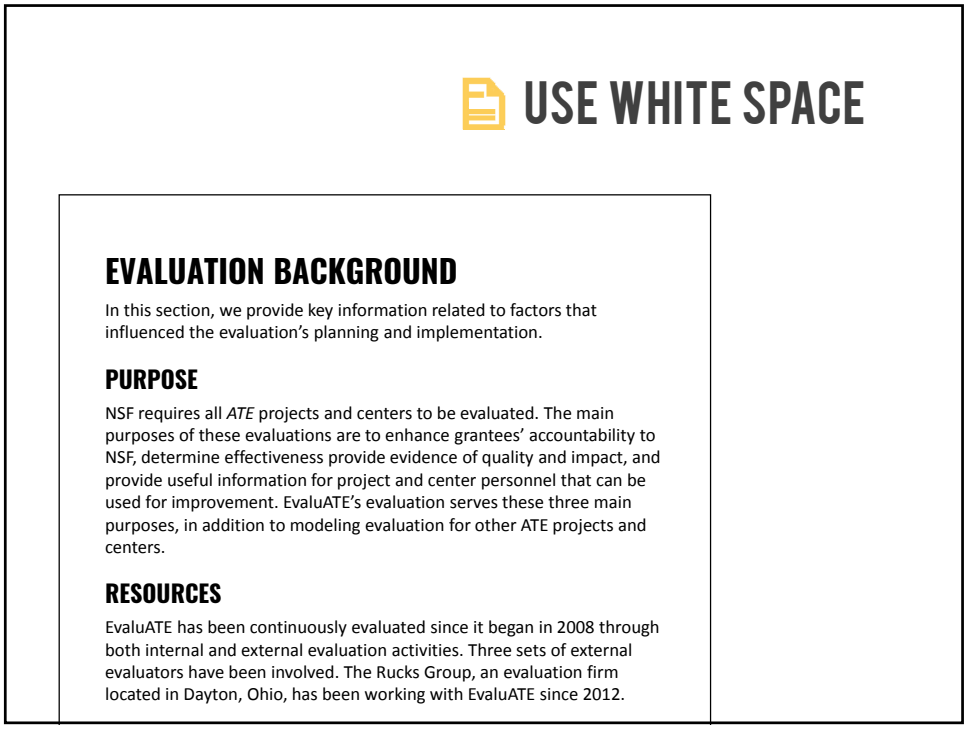
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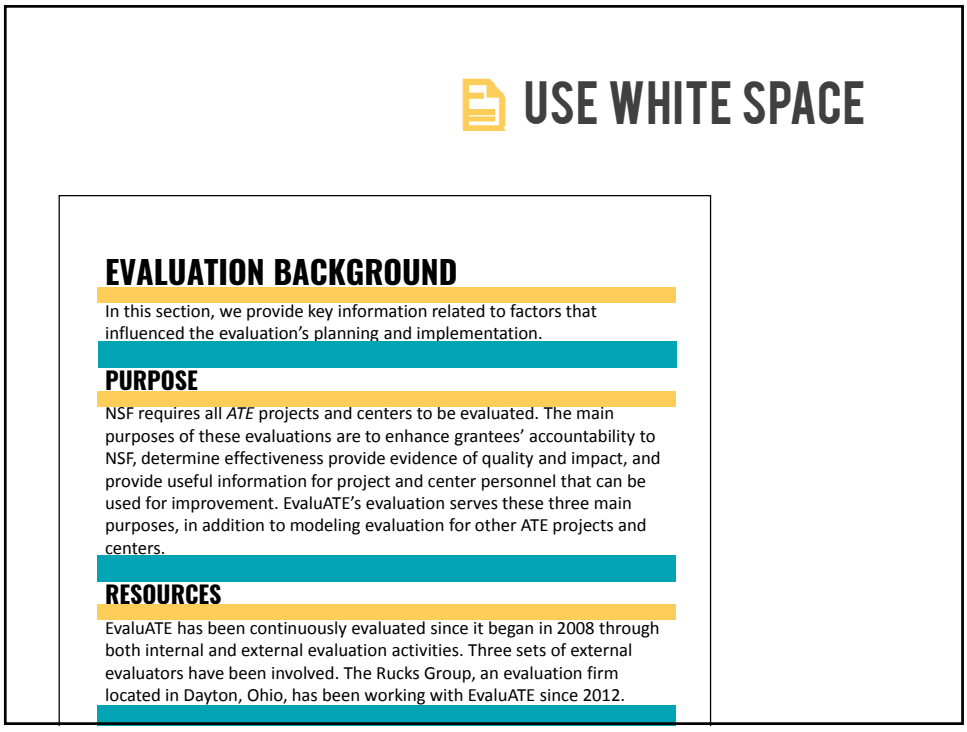
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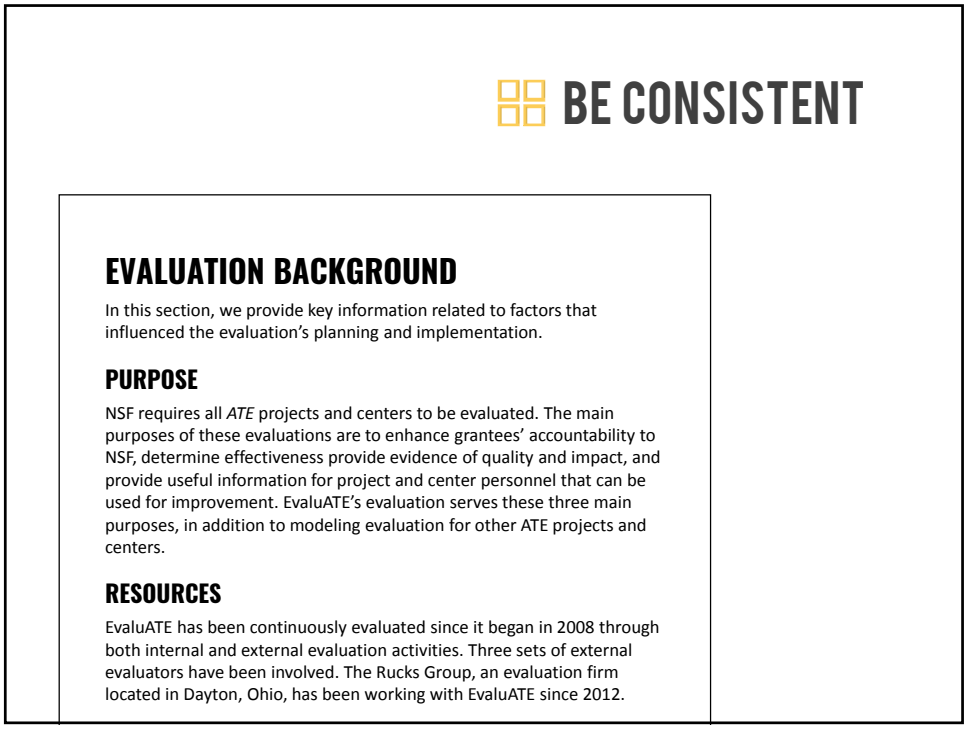
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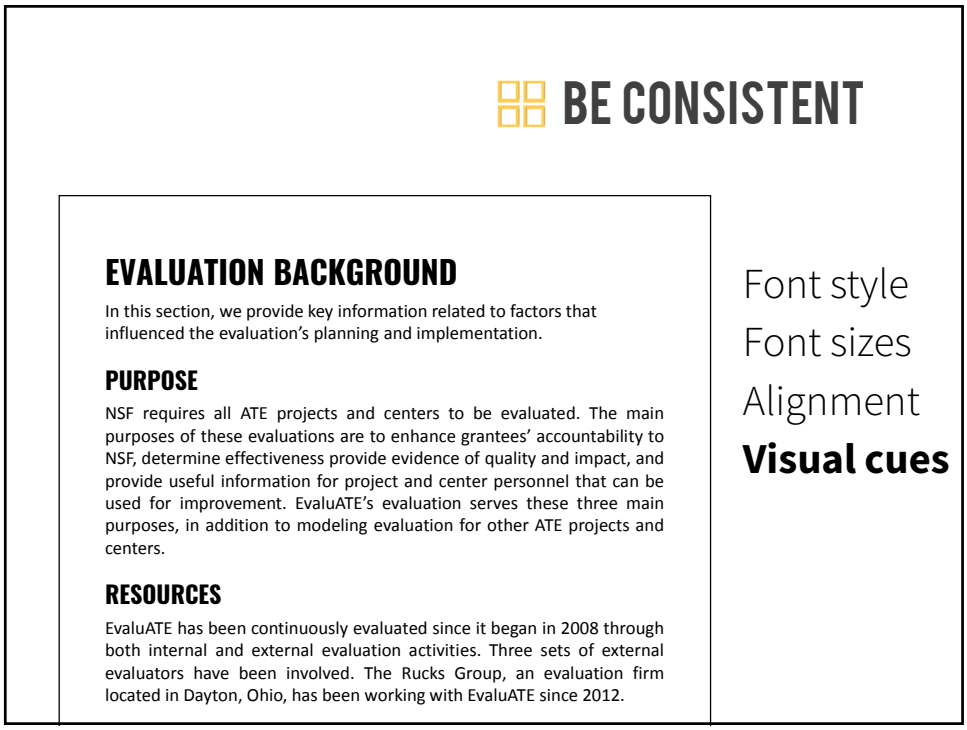
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Font style
Font sizes
Alignment
Visual cues

BE CONSISTENT

Style Guide

Oswald bold Pt. 24	**HEADING 1**
Calibri Pt. 11	This is the body text.
Oswald bold Pt. 18	**HEADING 2**
	Lorem ipsum dolor sit amet, consectetur adipiscing elit. In rutrum, ipsum eu mattis tempus, sem justo egestas tortor, sed volutpat.
Oswald bold Pt. 14	**Heading 3**
	Sed fermentum ipsum ante, et tempus libero rhoncus eget. Donec sit amet ligula quis justo.
Calibri Pt. 14	Chart titles
Calibri Pt. 8, 50% gray	Chart footnotes

QUICK TIPS

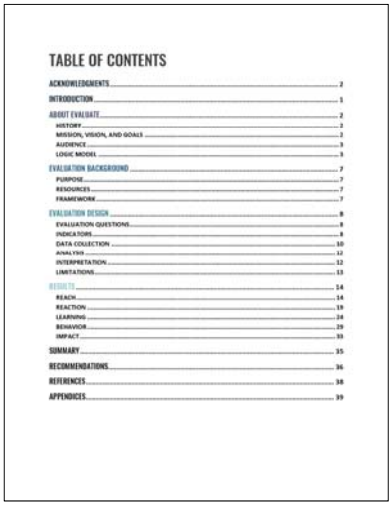


TABLE OF CONTENTS

Utilize your Table of Contents (ToC)

QUICK TIPS

Utilize your TOC

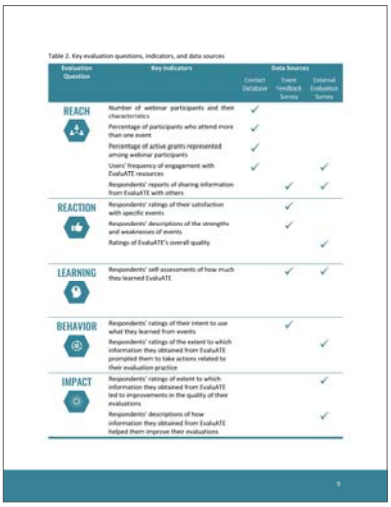
Number your pages

QUICK TIPS

Utilize your TOC

Number your pages

Number tables & figures



QUICK TIPS

Utilize your TOC
Number your pages
Number tables & figures
Use icons

QUICK TIPS

Serif
Great for print documents.
Sans Serif
Great for online documents.

Utilize your TOC
Number your pages
Number tables & figures
Use icons
Choose fonts wisely

DIFFICULT TO READ.

Easier to read.

Even easier.

QUICK TIPS

Utilize your TOC
Number your pages
Number tables & figures
Use icons
Choose fonts wisely

QUICK TIPS

Utilize your TOC
Number your pages
Number tables & figures
Use icons
Choose fonts wisely
Pay attention to colors

YOUR TURN

Strategies for Effective Evaluation Reporting ATE PI Conference | October 2017

The evaluation results are organized by the evaluation framework levels of Reach, Reaction, Learning, Behavior, and Impact and include findings from all three data sources: EvaluATE's contact database, event surveys, and the 2016 external evaluation survey. Evaluation findings related to the Reach level are about the number of people who are engaging with EvaluATE and their characteristics.

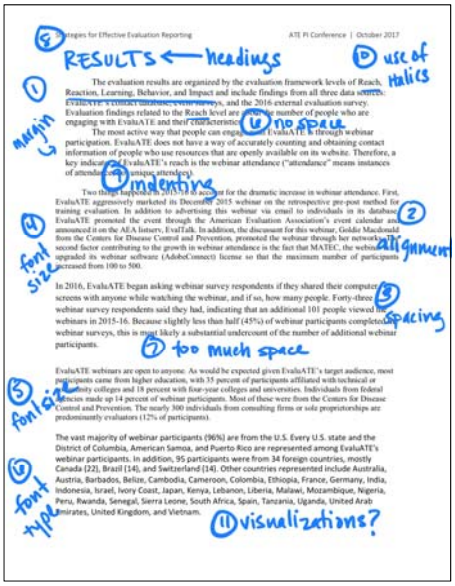
The most active way that people can engage with EvaluATE is through webinar participation. EvaluATE does not have a way of accurately counting and obtaining contact information of people who use resources that are openly available on its website. Therefore, a key indicator of EvaluATE's reach is the webinar attendance ("attendance" means instances of attendance, not unique attendees).

Two things happened in 2015-16 to account for the dramatic increase in webinar attendance. First, EvaluATE aggressively marketed its December 2015 webinar on the retrospective pre-post method for training evaluation. In addition to advertising this webinar via email to individuals in its database, EvaluATE promoted the event through the American Evaluation Association's event calendar and announced it on the AEA listserv, EvalTalk. In addition, the discussant for this webinar, Goldie Macdonald from the Centers for Disease Control and Prevention, promoted the webinar through her networks. The second factor contributing to the growth in webinar attendance is the fact that MATEC, the webinar host, upgraded its webinar software (AdobeConnect) license so that the maximum number of participants increased from 100 to 500.

In 2016, EvaluATE began asking webinar survey respondents if they shared their computer screens with anyone while watching the webinar, and if so, how many people. Forty-three webinar survey respondents said they had, indicating that an additional 101 people viewed the webinars in 2015-16. Because slightly less than half (45%) of webinar participants completed the webinar surveys, this is most likely a substantial undercount of the number of additional webinar participants.

EvaluATE webinars are open to anyone. As would be expected given EvaluATE's target audience, most participants came from higher education, with 35 percent of participants affiliated with technical or community colleges and 18 percent with four-year colleges and universities. Individuals from federal agencies made up 14 percent of webinar participants. Most of these were from the Centers for Disease Control and Prevention. The nearly 300 individuals from consulting firms or sole proprietorships are predominantly evaluators (12% of participants).

The vast majority of webinar participants (96%) are from the U.S. Every U.S. state and the District of Columbia, American Samoa, and Puerto Rico are represented among EvaluATE's webinar participants. In addition, 95 participants were from 34 foreign countries, mostly Canada (22), Brazil (14), and Switzerland (14). Other countries represented include Australia, Austria, Barbados, Belize, Cambodia, Cameroon, Colombia, Ethiopia, France, Germany, India, Indonesia, Israel, Ivory Coast, Japan, Kenya, Lebanon, Liberia, Malawi, Mozambique, Nigeria, Peru, Rwanda, Senegal, Sierra Leone, South Africa, Spain, Tanzania, Uganda, United Arab Emirates, United Kingdom, and Vietnam.



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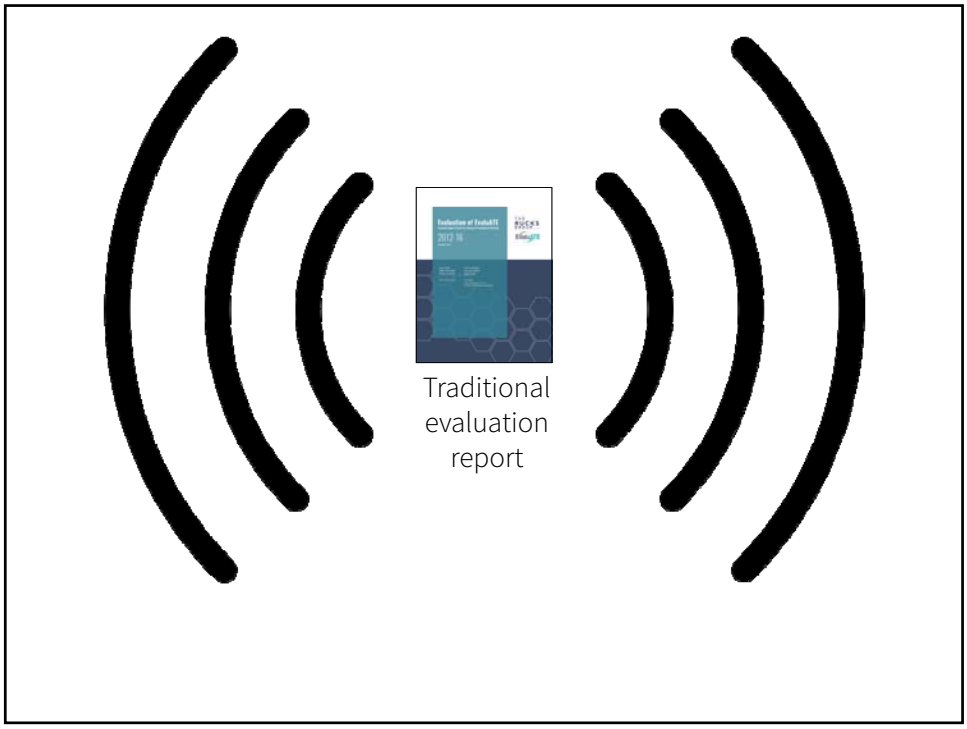
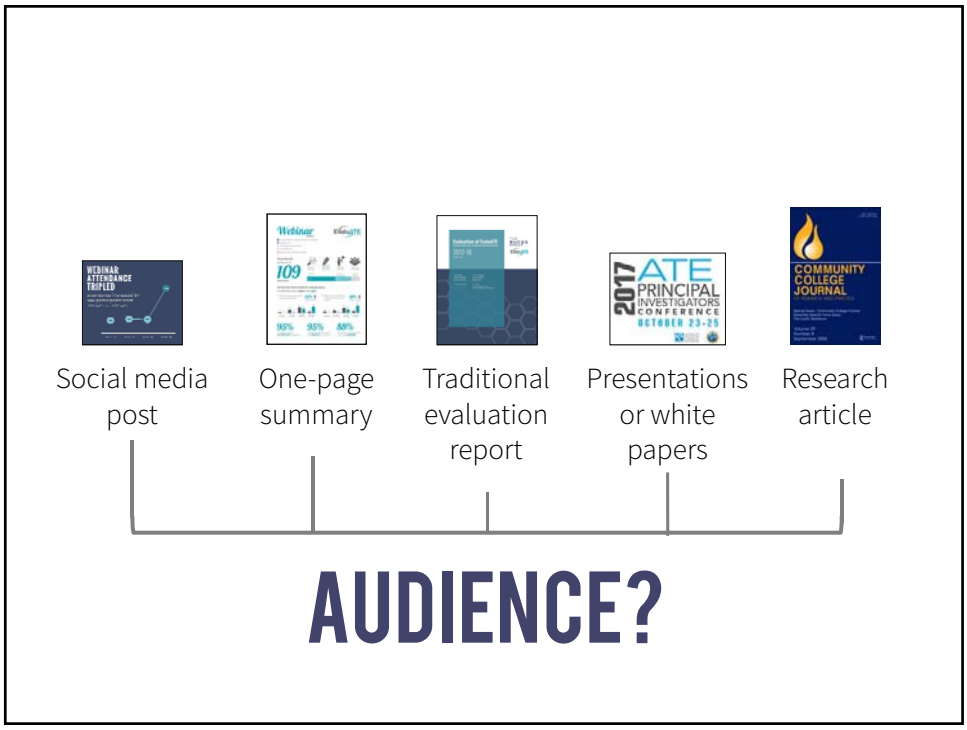
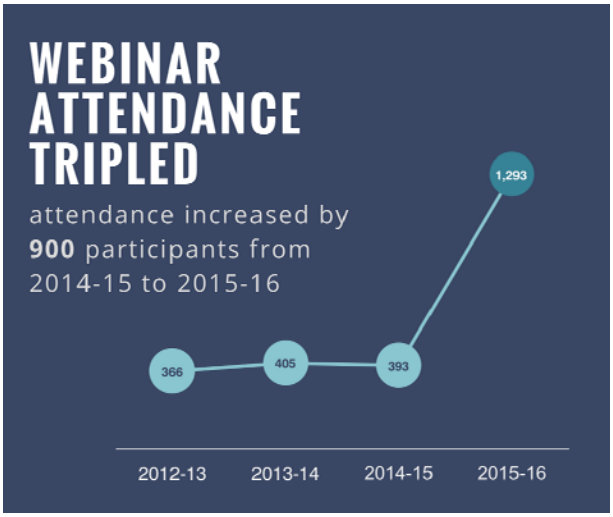
Will the project evaluation inform others through the communication of results?*

*ATE-specific merit review criterion


Traditional evaluation report


Social media post
One-page summary
Traditional evaluation report
Presentations or white papers
Research article
AUDIENCE?

SOCIAL MEDIA POST



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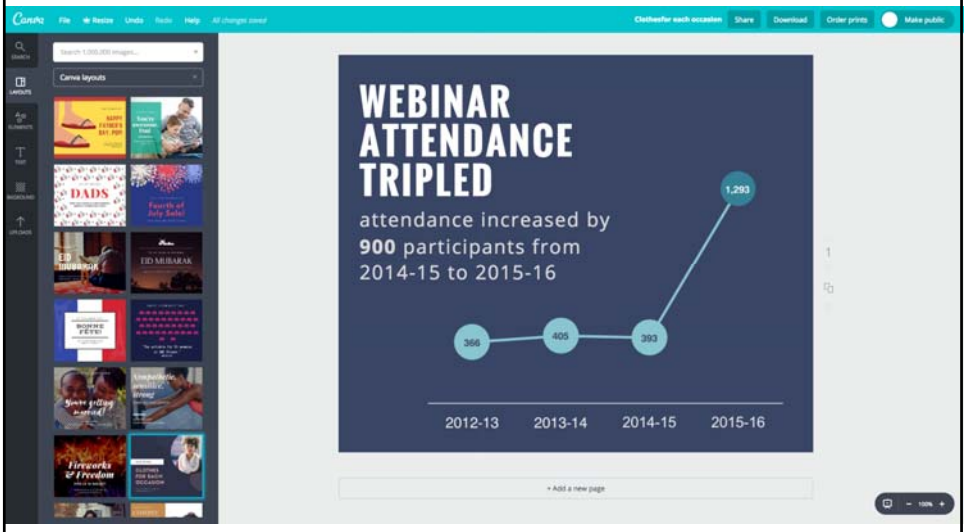
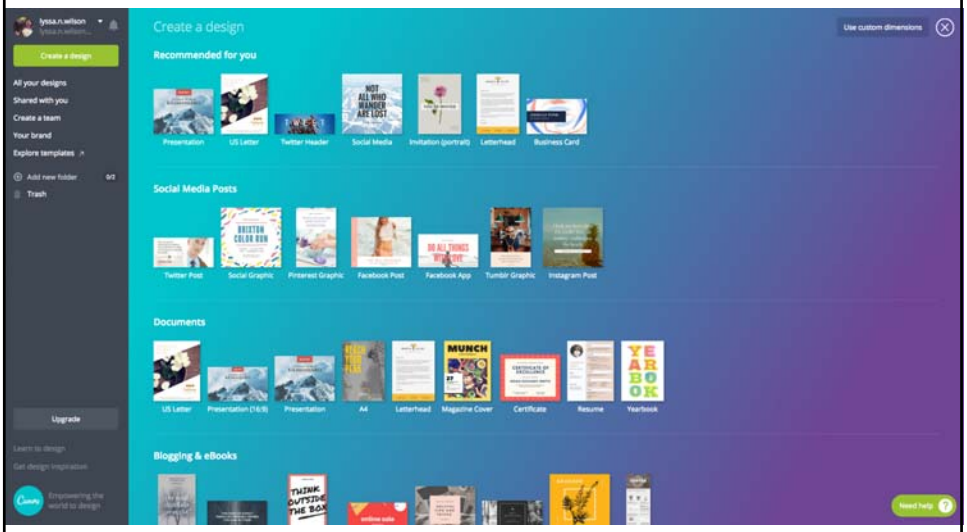


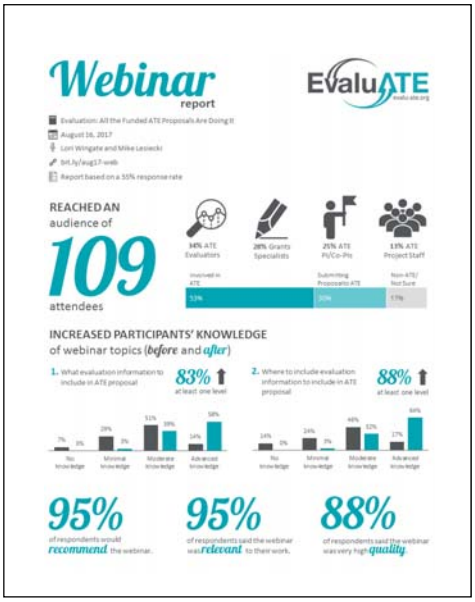
Canva.com

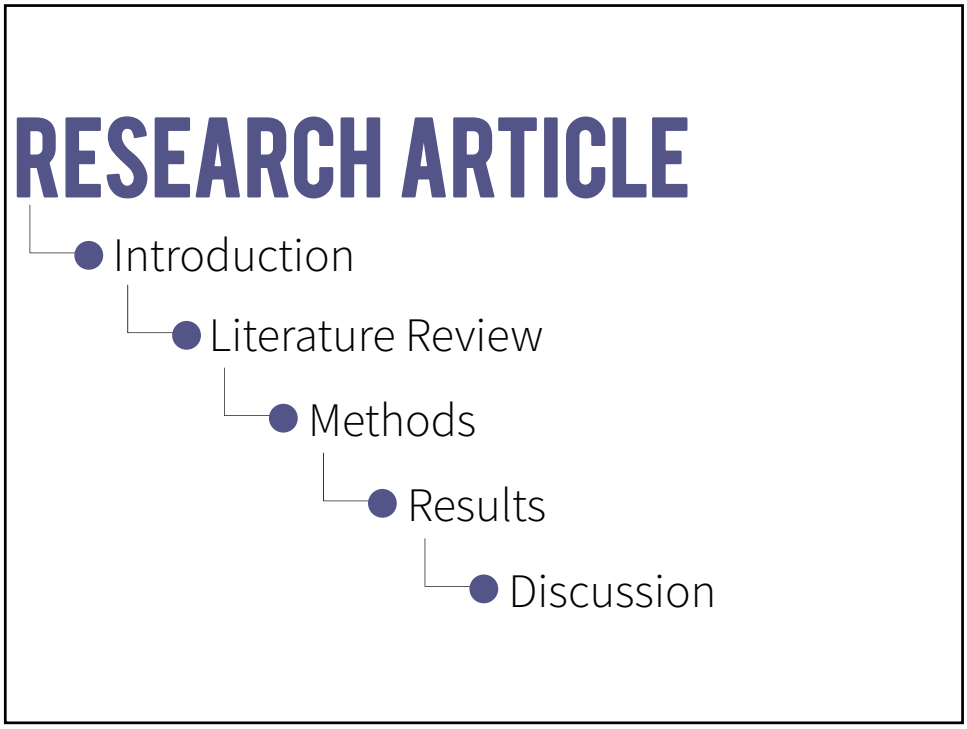
SOCIAL MEDIA POST



Canva.com

ONE-PAGE SUMMARY




RESEARCH ARTICLE
Introduction
Literature Review
Methods
Results
Discussion

EVALUATION REPORT
+ why topic is important for the field
+ details on method (probably)
– recommendations for project
+ implications for the field
RESEARCH ARTICLE

All-ATE issue edited by ATE Researcher Brian Horvitz

Online Career and Technical Education in the Community College

Teaching Teamwork: Electronics Instruction in a Collaborative Environment

Incorporating Blended Format Cybersecurity Education into a Community College Information Technology Program

Regional Photonics Initiative at the College of Lake County

Online and Hybrid Water Industry Courses for Community College Students

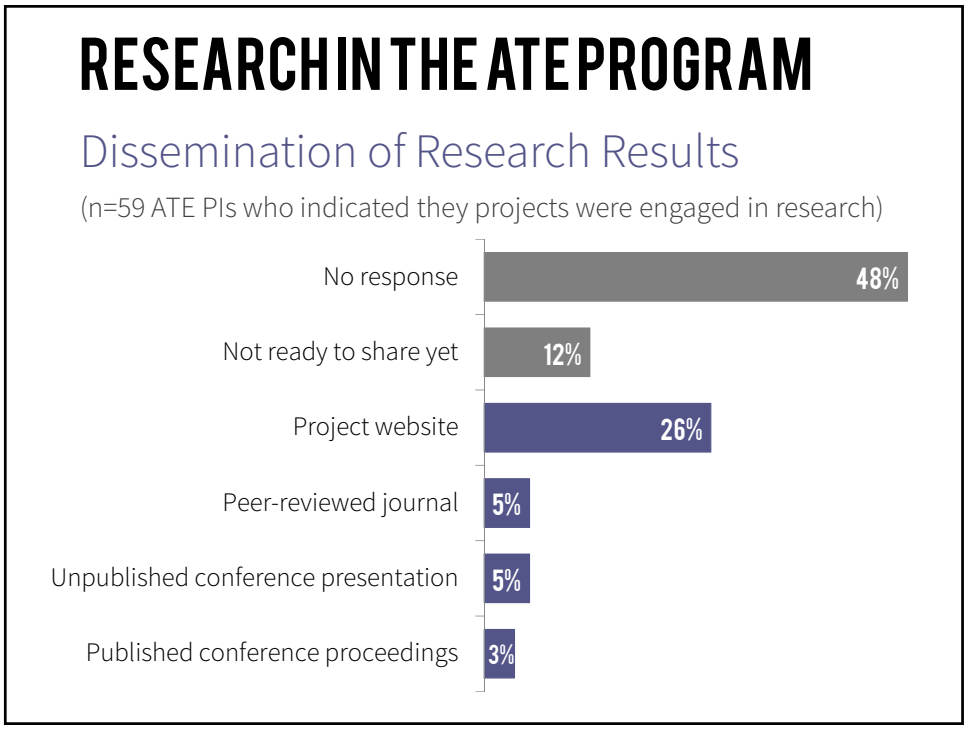
Technological Education for the Rural Community (TERC) Project: Technical Mathematics for the Advanced Manufacturing Technician

Delivering Advanced Technical Education Using Online, Immersive Classroom Technology

Teaching Building Science with Simulations

Development of Hybrid Courses Utilizing Modules as an Objective in ATE Projects

ISSN: 1066-8926
CCJPEU 29(8) 2005
COMMUNITY COLLEGE JOURNAL
OF RESEARCH AND PRACTICE
Special Issue: Future Directions for Research on Online Technical Education
Volume 41
Issue 6
January 2017
Advancing Research in the National Science Foundation's Advanced Technological Education Program
Lori Wingate


RESEARCH IN THE ATE PROGRAM
Dissemination of Research Results
(n=59 ATE PIs who indicated they projects were engaged in research)
No response
48%
Not ready to share yet
12%
Project website
26%
Peer-reviewed journal
5%
Unpublished conference presentation
5%
Published conference proceedings
3%

Journals about Community College Education & Administration

promotes an increased awareness of community college issues by providing an exchange of ideas, research, and empirically tested educational innovations

Journals about Community College Education & Administration

publishes articles on all aspects of community college administration, education, and policy

Journals about Community College Education & Administration

topics include but are not limited to the following subject areas: access and equity, community colleges, junior colleges, two-year colleges, adult education, historically underrepresented students, student success, leadership and mission, higher education and education policy

Journals about Community College Education & Administration

publishes articles relating to such issues as detailing the objectives, methods, and findings of studies conducted to assess student outcomes, **evaluating programs and services,** and projecting the impacts of proposed legislation

WRAP-UP
Feedback survey
Final questions and comments
Thank you!
Visit us at Booth #3