Evaluation Basics
for Non-evaluators

The webinar will begin at 1 p.m. Eastern

Introductions

Mike
Lesiecki

Luka Partners

Lori
Wingate

EvaluATE

The Evaluation Center
Western Michigan University

Elaine
Craft

MENTOR CONNECT

Behind the Scenes


Emma Perk


Cynthia Williams


Janet Pinhorn


Shannon Payne

EvaluATE

Style Sheets Editorial Services

LP Luka Partners

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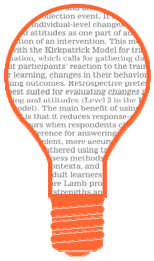
Webinars


Resource Library


Blog and Newsletter


ATE Survey Data

www.evalu-ate.org

EvaluATE Advancing excellence through evaluation

Webinars

Join us next month for

Creating One-Page Reports:
A Strategy for Engaging Busy Readers

April 18, 2018 1-2 p.m. Eastern

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MENTOR CONNECT

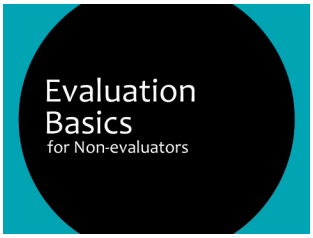
www.mentor-connect.org

ATE CENTRAL

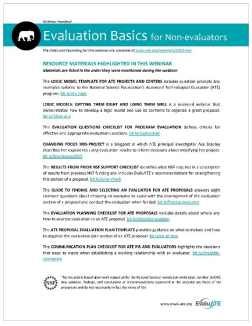
SUPPORTING ADVANCED TECHNOLOGICAL EDUCATION

www.atecentral.net

Materials



Slides



Resource Handout

Recording

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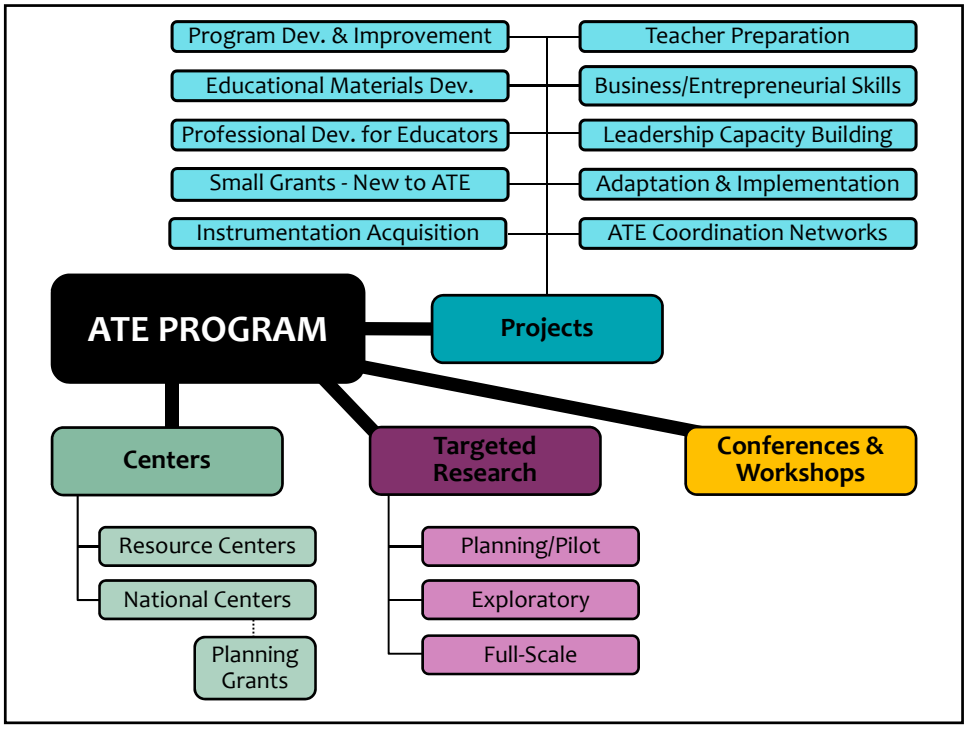
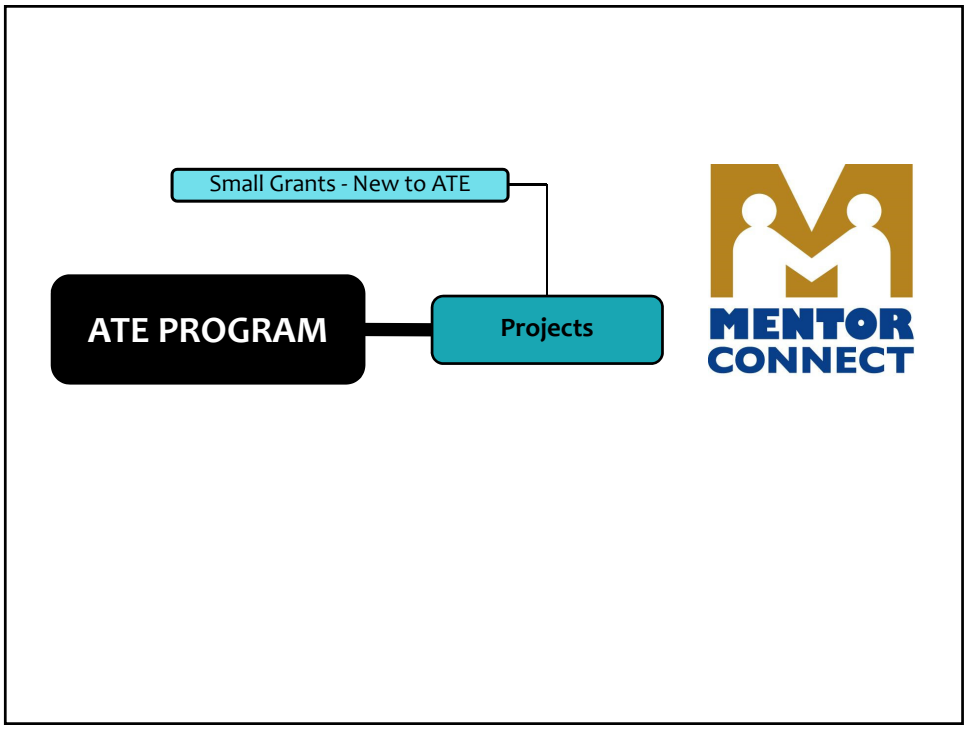

Program Dev. & Improvement
Educational Materials Dev.
Professional Dev. for Educators
Small Grants - New to ATE
Instrumentation Acquisition
Teacher Preparation
Business/Entrepreneurial Skills
Leadership Capacity Building
Adaptation & Implementation
ATE Coordination Networks
ATE PROGRAM
Projects
Centers
Targeted Research
Conferences & Workshops
Resource Centers
National Centers
Planning Grants
Planning/Pilot
Exploratory
Full-Scale

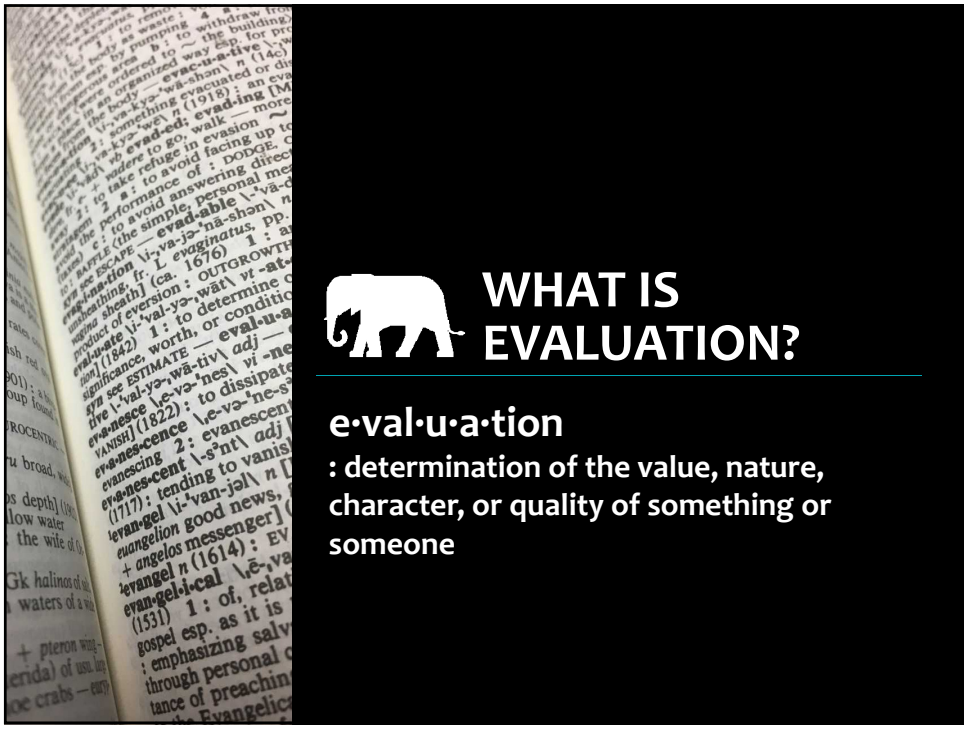

Small Grants - New to ATE
ATE PROGRAM
Projects
MENTOR CONNECT

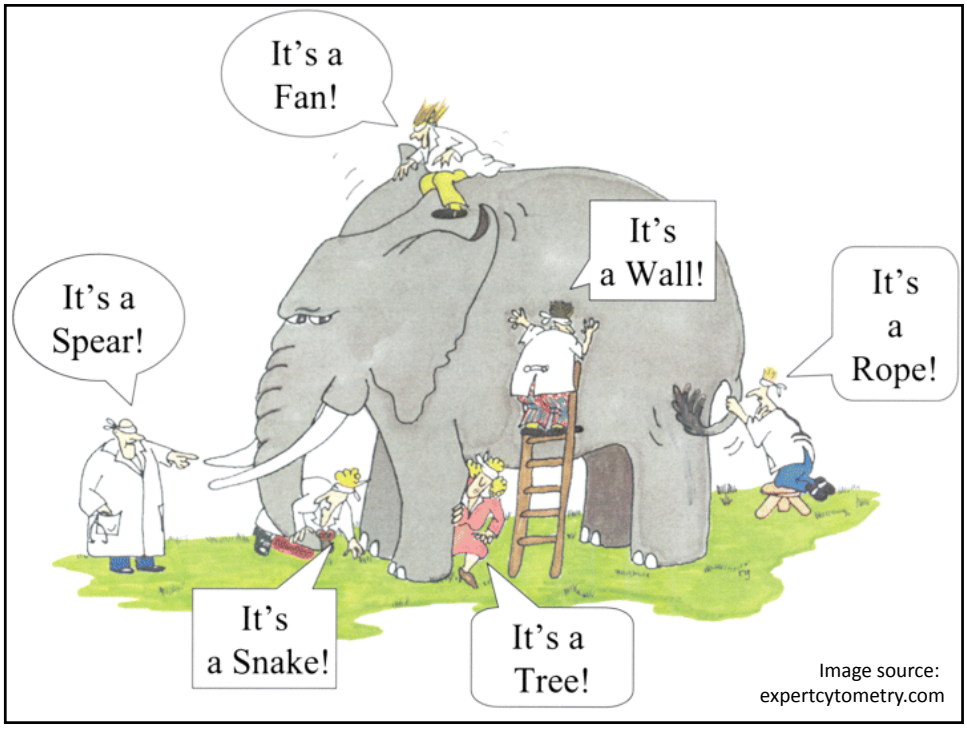
Meet Jen Genericson*

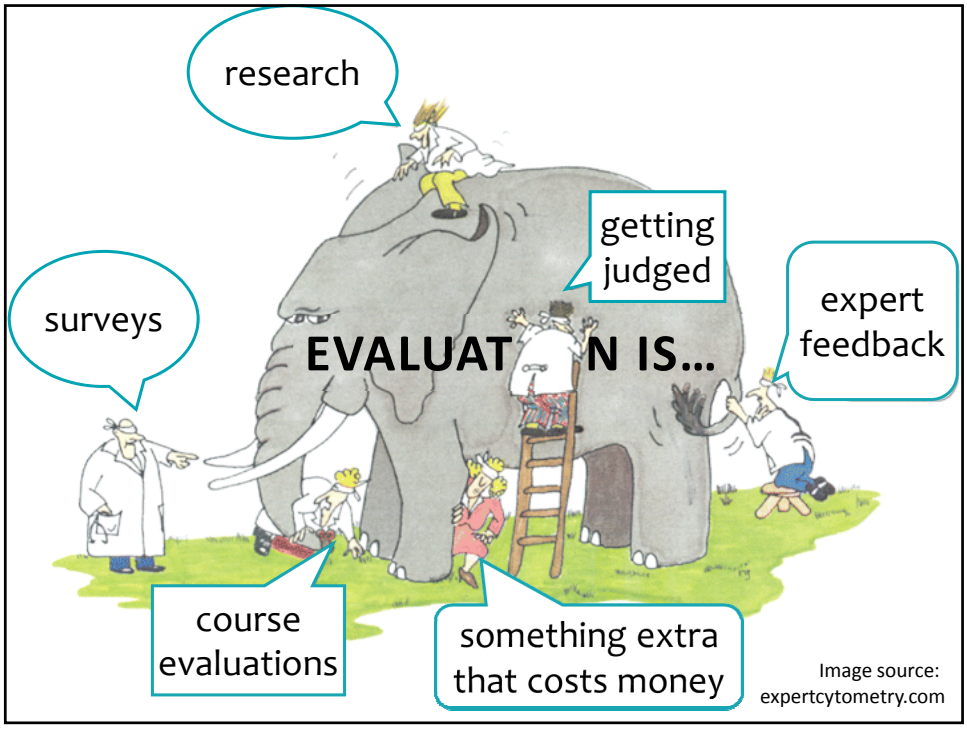
She has a GREAT idea for an ATE proposal

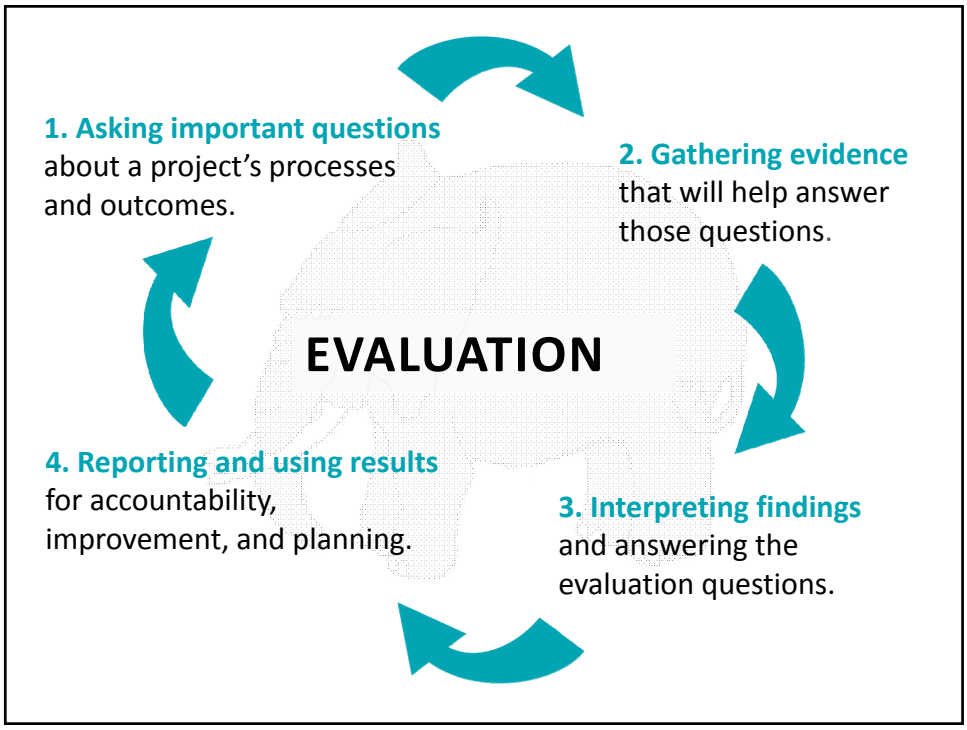
*This is a fictional character and project.
Any resemblance to actual persons or projects is coincidental.

EVALUATION: **All projects and centers carry out evaluative activities.** 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 IS EVALUATION?
e·val·u·a·tion
: determination of the value, nature, character, or quality of something or someone


It's a Fan!
It's a Spear!
It's a Wall!
It's a Rope!
It's a Snake!
It's a Tree!
Image source: expertcytometry.com


research
getting judged
surveys
EVALUAT N IS...
expert feedback
course evaluations
something extra that costs money
Image source: expertcytometry.com


1. Asking important questions about a project's processes and outcomes.
2. Gathering evidence that will help answer those questions.
EVALUATION
3. Interpreting findings and answering the evaluation questions.
4. Reporting and using results for accountability, improvement, and planning.

1. Asking important questions
- Goal achievement
- Implementation
- Outcomes
- Sustainability

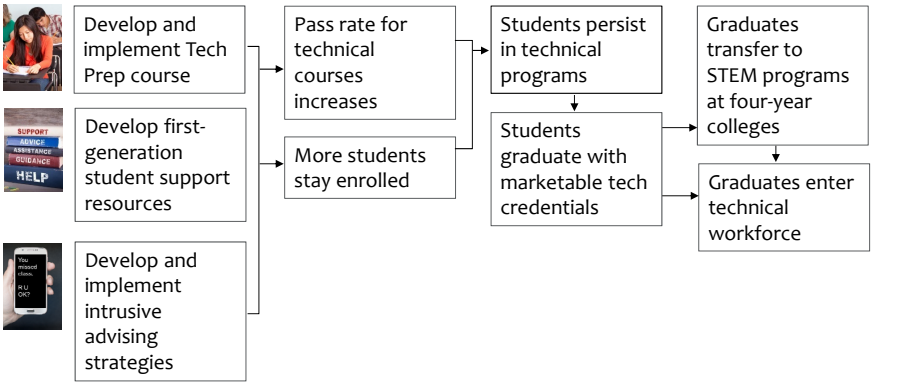
2. Gathering evidence
- Research methods
- Institutional data
- Course evaluations
- Expert feedback

EVALUATION

4. Reporting and using results
- Improvement
- Planning
- Accountability
- Evidence of capability
- Build knowledge base

3. Interpreting findings
- Strength and weaknesses
- Extent, direction, and importance of outcomes

PROJECT LOGIC MODEL



ACTIVITIES


Develop and implement Tech Prep course


Develop first-generation student support resources


Develop and implement intrusive advising strategies

EVALUATION QUESTIONS

1. To what extent are the Tech Prep course, first-generation student resources, and intrusive advising meeting the needs of students?

SHORT-TERM OUTCOMES

- Pass rate for technical courses increases
- More students stay enrolled

EVALUATION QUESTIONS

2. To what extent and how is the project impacting students' success in technical courses?
3. To what extent and how is the project impacting students' ability to navigate college and stay enrolled?

EVALUATION QUESTIONS

4. To what extent and how is the project impacting retention in technical programs?
5. To what extent and how is the project impacting technical program completion rates?

MID-TERM OUTCOMES

- Students persist in technical programs
- Students graduate with marketable tech credentials

EVALUATION QUESTIONS

1. To what extent are the Tech Prep course, first-generation student resources, and intrusive advising meeting the needs of students?
2. To what extent and how is the project impacting students' success in technical courses?
3. To what extent and how is the project impacting students' ability to navigate college and stay enrolled?
4. To what extent and how is the project impacting retention in technical programs?
5. To what extent and how is the project impacting technical program completion rates?

Process

Outcome

Webinar Handout

Evaluation Basics for Non-evaluators

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RESOURCE MATERIALS HIGHLIGHTED IN THIS WEBINAR

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RESOURCES

- Logic Model Template for ATE Projects and Centers
- Logic Models: Getting Them Right and Using Them Well
- Evaluation Questions Checklist for Program Evaluation

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Evaluation Budgeting Rule of Thumb:

Dedicate

10%

of project budget to evaluation

Total Project Budget: $225,000 over 3 years

10% EVALUATION BUDGET:
$22,500 total
$ 7,500 per year

- Evaluator's time
- Travel costs for site visits
- Evaluator's overhead costs

EVALUATION: All projects and centers carry out evaluative activities. **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.

INDEPENDENT EVALUATION IS

REQUIRED

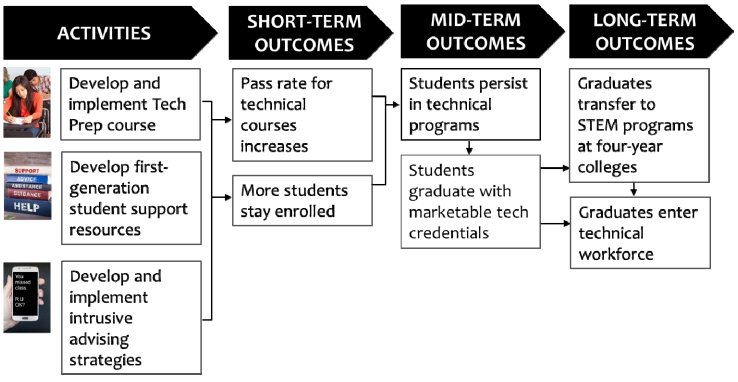
? WHY DO IT?

Improvement

Accountability

Evidence

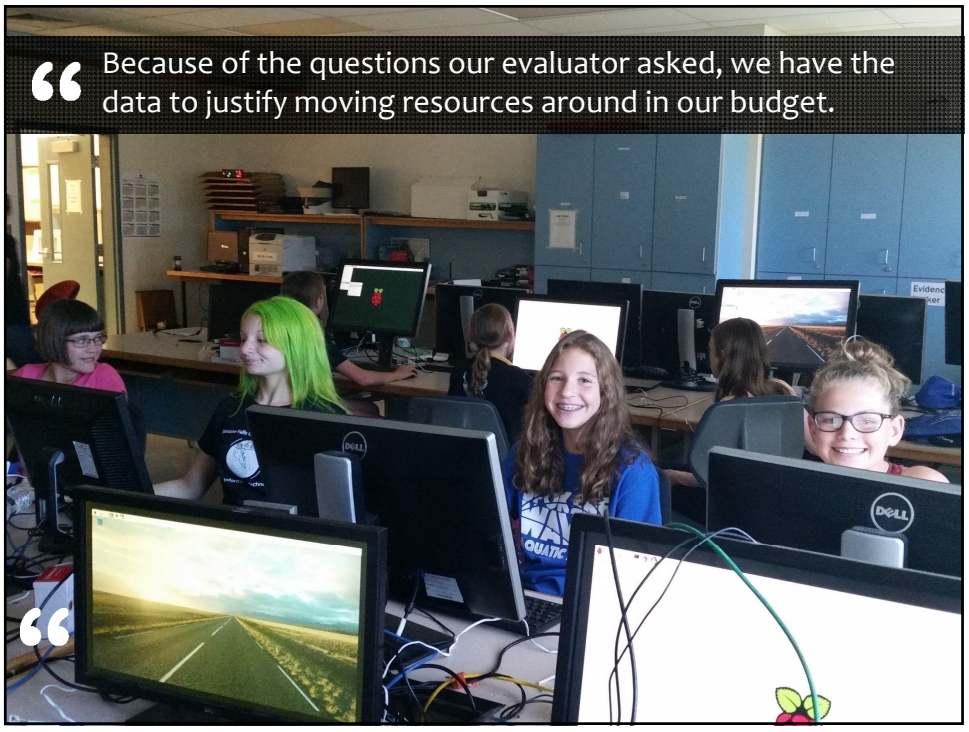
Improvement



Rebranding the 21st Century IT Technician

Asa Bradley, Spokane Community College


if I have all of the working parts, how do I make the computer do what I want it to do?
I will need an operating system (OS), of course!
SOFTWARE
“ 97 percent of the volunteers indicated that experience increased their confidence and ability to work on a team.


“ Because of the questions our evaluator asked, we have the data to justify moving resources around in our budget.
“

Accountability

Annual reports submitted by principal investigators to NSF:

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

- Report on goals, activities, objectives, results, outcomes
- Upload evaluation report

- Use data to justify change in project plans

RESEARCH.GOV

Evidence

The Project Description must begin with the subsection on Results from Prior NSF Support…. This subsection must contain **specific outcomes and results including metrics to demonstrate the impact of the project activities.**

Example A

The prior project was funded to increase the number of students completing technical degrees and transferring to 4-year STEM programs. Funded activities included developing a Tech Prep course, enhancing advising, and developing support resources and strategies for first-generation college students.

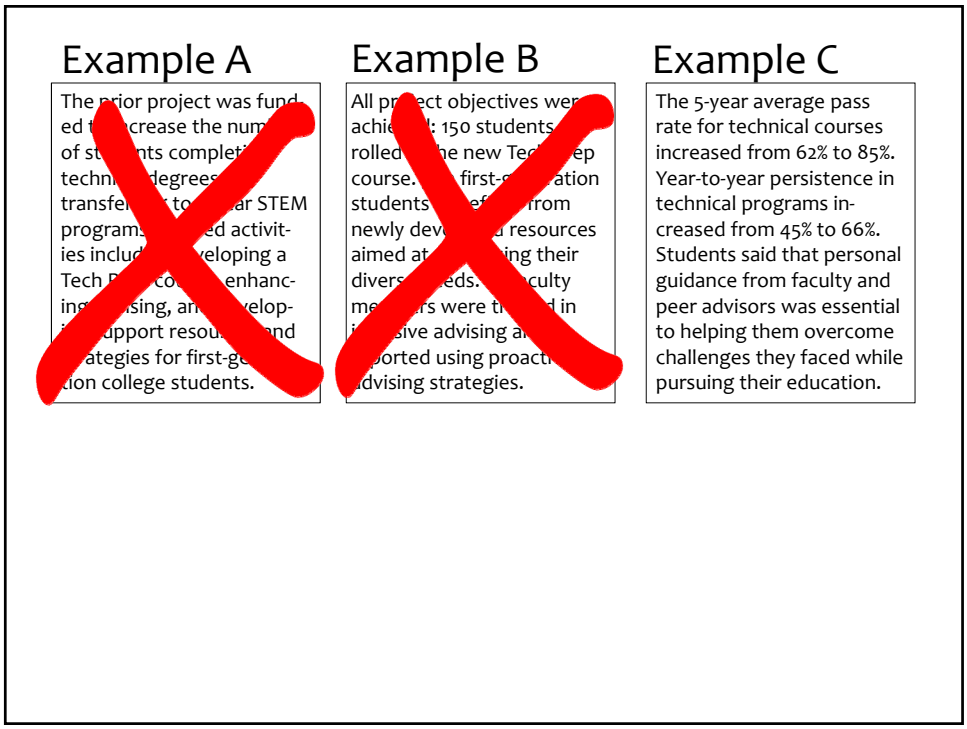
Example B

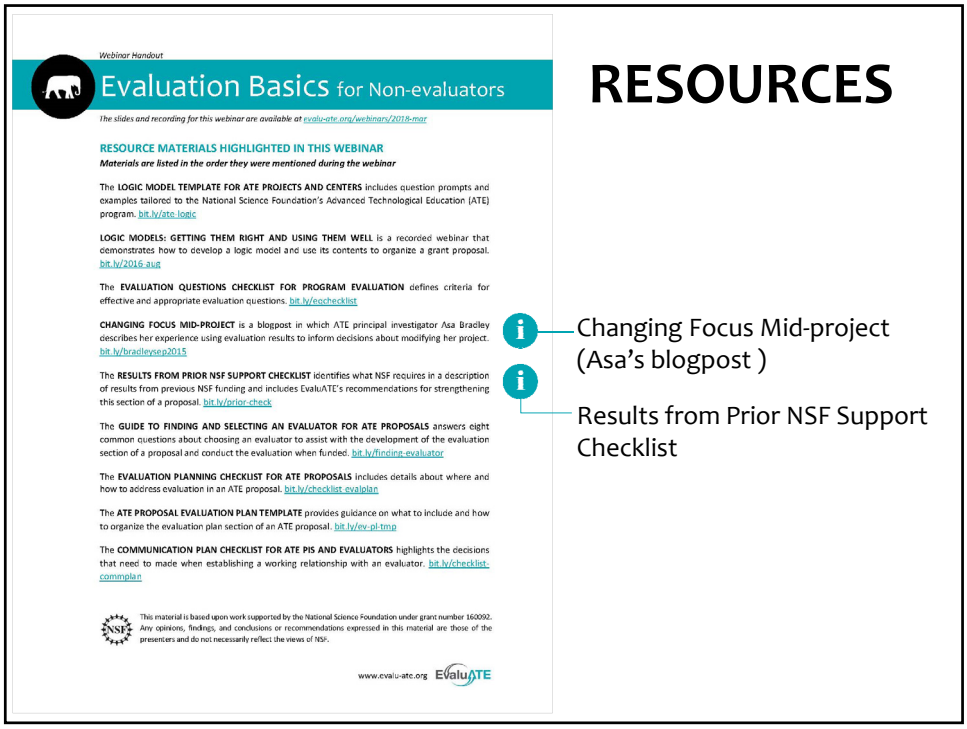
All project objectives were achieved: 150 students enrolled in the new Tech Prep course. 300 first-generation students benefited from newly developed resources aimed at addressing their diverse needs. 25 faculty members were trained in intrusive advising and reported using proactive advising strategies.

Example C

The 5-year average pass rate for technical courses increased from 62% to 85%. Year-to-year persistence in technical programs increased from 45% to 66%. Students said that personal guidance from faculty and peer advisors was essential to helping them overcome challenges they faced while pursuing their education.

POLL: Which is the best evidence of outcomes?

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RESOURCES
Changing Focus Mid-project (Asa's blogpost)
Results from Prior NSF Support Checklist


WHO CAN DO IT?

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Believe It or Not!

PROFESSIONAL ASSOCIATIONS

AMERICAN EVALUATION ASSOCIATION

Canadian Evaluation Society

ACADEMIC JOURNALS

JMDE

AMERICAN JOURNAL of EVALUATION

AJE

PROFESSIONALS

Photo credit: American Evaluation Association | www.eval.org

What to look for in an evaluator

- ✓ Experience *as an evaluator*
- ✓ Social or educational research skills
- ✓ Communication skills
- ✓ Understanding of NSF and 2-year-college contexts

Evaluator A

- Ph.D., Higher education administration
- 10 years of experience leading accreditation teams for technical programs at two-year colleges
- Published 5 research articles and 2 book chapters on technical education and student services

Evaluator B

- M.A., Organizational psychology with emphasis in program evaluation
- Currently serving as lead evaluator for 25 NSF-funded projects
- Recipient of Outstanding Evaluation award from American Evaluation Association

Evaluator C

- M.S., Information technology
- Retired dean of technical programs at community college
- Received more than $4 million in NSF grants over 20-year career

POLL: Which evaluator would you recommend?

Evaluator A

- Ph.D., Higher education administration
- 10 years of experience leading accreditation teams for technical programs at two-year colleges
- Published 5 research articles and 2 book chapters on technical education and student services

Evaluator B

- M.A., Organizational psychology with emphasis in program evaluation
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What is your experience with project evaluation?

Evaluator A

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- Published 5 research articles and 2 book chapters on technical education and student services

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Do you have time to work on my project's evaluation?

Who would do most of the work and what are their credentials?

Evaluator A

- Ph.D., Higher education administration
- 10 years of experience leading accreditation teams for technical programs at two-year colleges
- Published 5 research articles and 2 book chapters on technical education and student services

Evaluator B

- M.A., Organizational psychology with emphasis in program evaluation
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Evaluator C

- M.S., Information technology
- Retired dean of technical programs at community college
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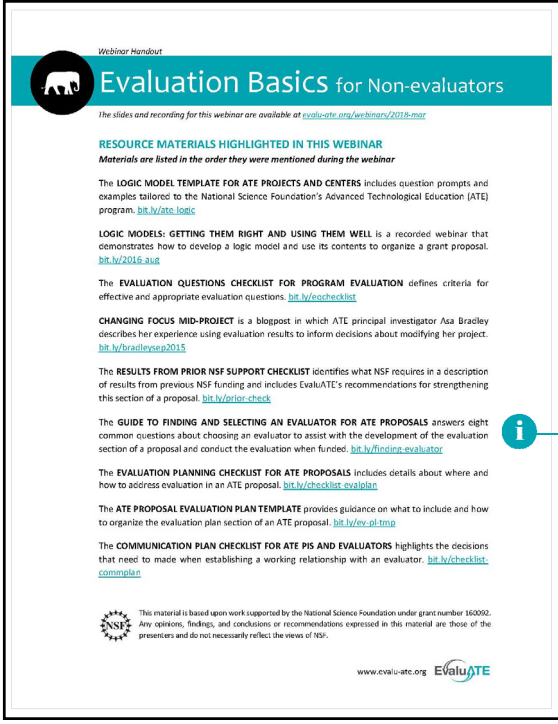
What research methods do you have experience with?

What is your experience as an external evaluator of grant-funded projects?



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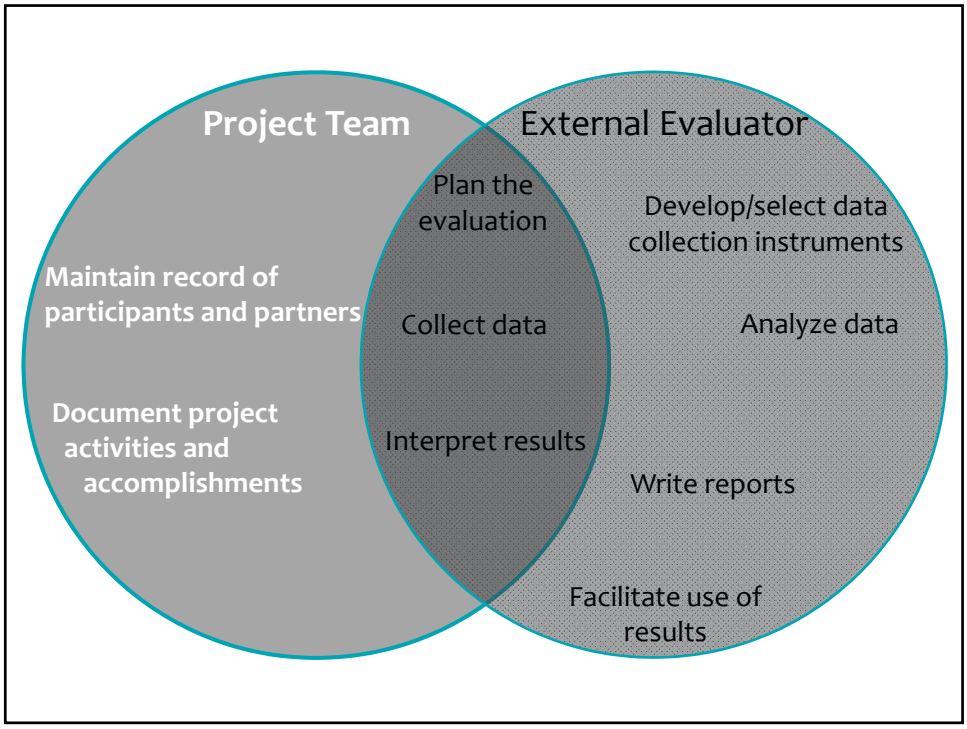
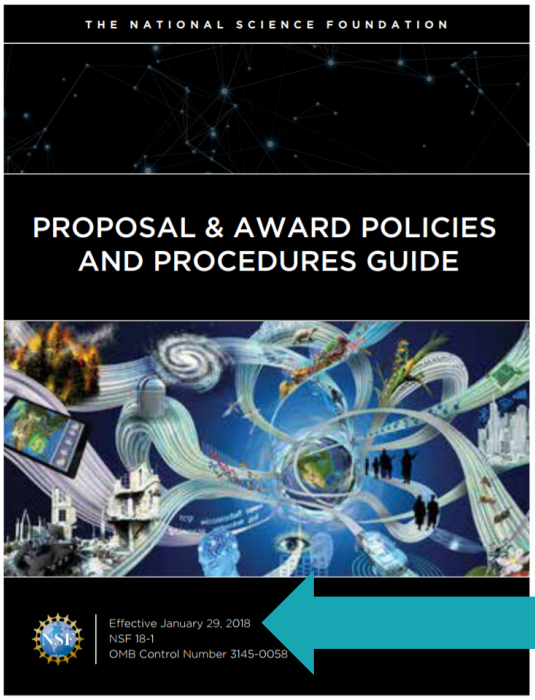
RESOURCE

Guide to Finding and Selecting an Evaluator





Always check NSF's PAPPG!

But don't expect much direction for the evaluation section of your proposal

Updated for 2018

Proposal Components

- [x] Cover Sheet
- [x] Project Summary
- [x] Project Description
- [x] References Cited
- [ ] Biographical Sketches
- [x] Budget & Budget Justification
- [ ] Current & Pending Support
- [ ] Facilities, Equipment & Other Resources
- [x] Supplementary Documents

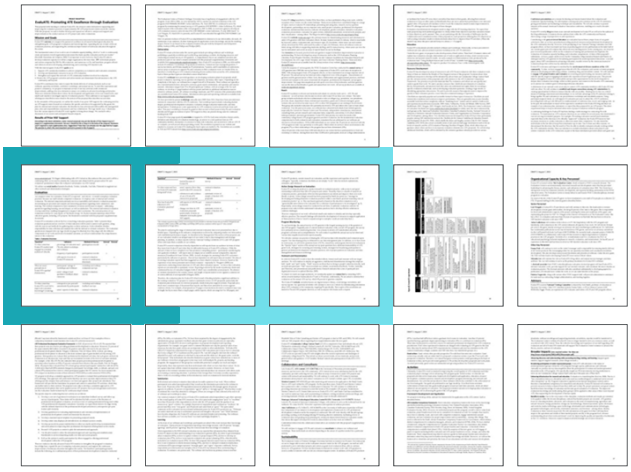
Information related to the evaluation is needed in these sections.

Proposal Components

☑ Project Description **15 pages**

Results from Prior NSF Support
Rationale
Goals, Objectives, Deliverables, Activities
Timetable
Management Plan
Roles & Responsibilities of Senior Personnel
Plan for Sustainability
Evaluation Plan
Dissemination Plan
Intellectual Merit
Broader Impacts

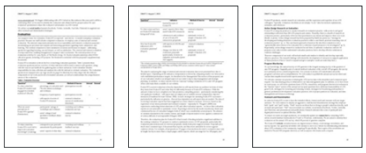
Project Description



Evaluation plan should be 1-3 pages.

Aim for 1½ pages.

Evaluation Plan



- Evaluator
- Evaluation questions
- Data collection
- Data analysis and interpretation
- Evaluation deliverables and uses
- Evaluation timeline

If possible, avoid DIY evaluation plans: Get help from the evaluator you intend to work with or someone else with evaluation expertise.

RESOURCES

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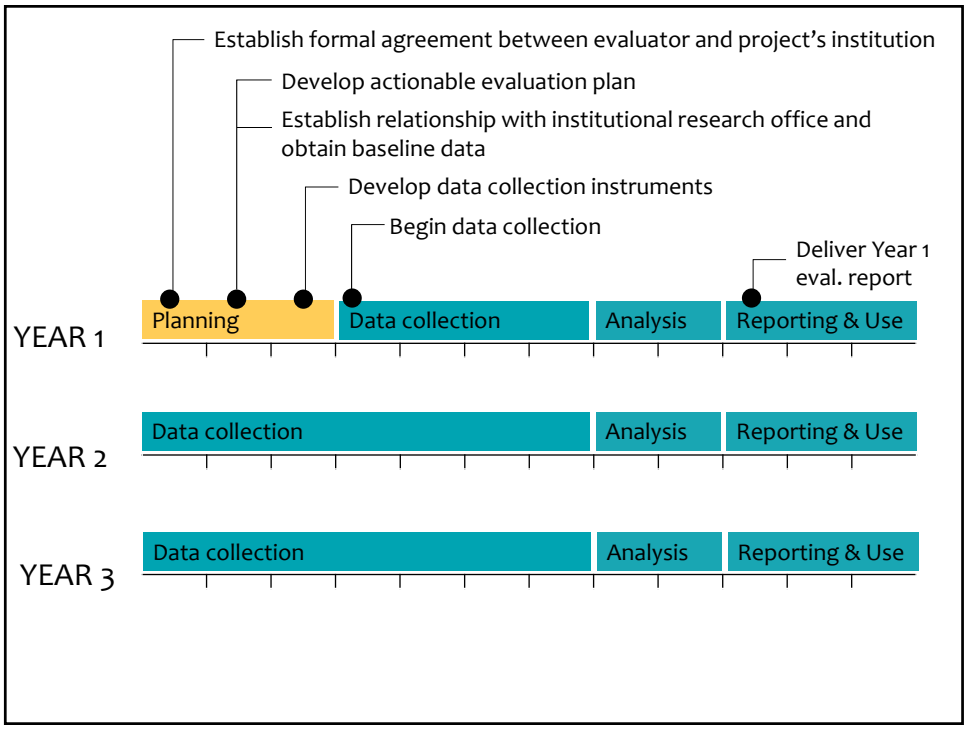
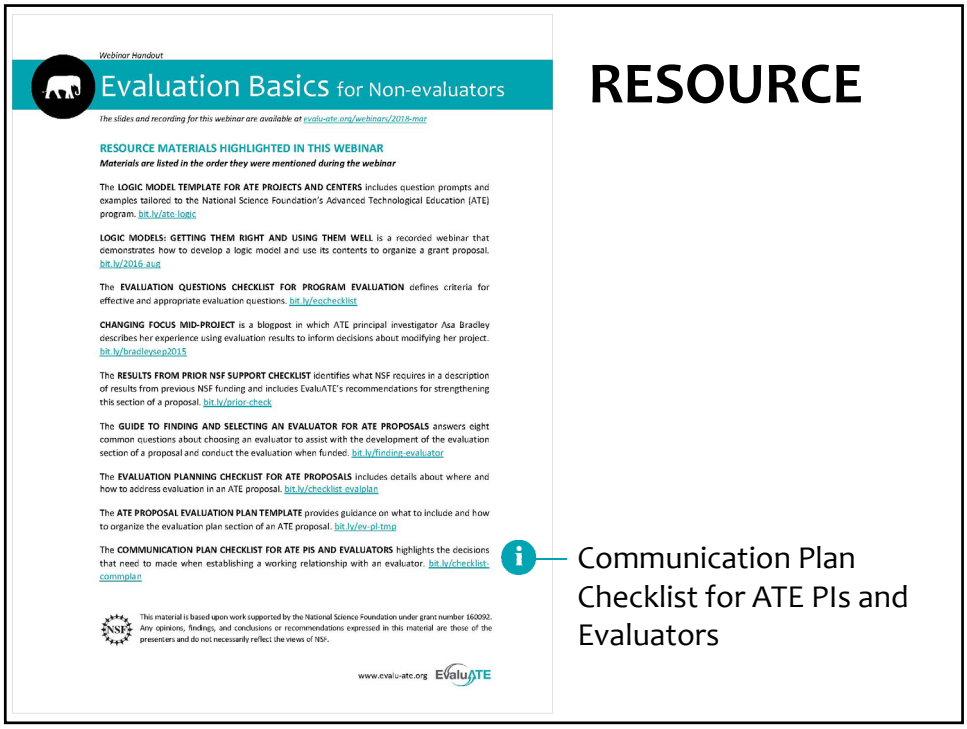
- Evaluation Planning Checklist for ATE Proposals
- ATE Proposal Evaluation Plan Template


WHAT WILL HAPPEN?


Establish formal agreement between evaluator and project's institution
Develop actionable evaluation plan
Establish relationship with institutional research office and obtain baseline data
Develop data collection instruments
Begin data collection
Deliver Year 1 eval. report
YEAR 1
Planning
Data collection
Analysis
Reporting & Use
YEAR 2
Data collection
Analysis
Reporting & Use
YEAR 3
Data collection
Analysis
Reporting & Use


Webinar Handout
Evaluation Basics for Non-evaluators
The slides and recording for this webinar are available at evalu-ate.org/webinars/2018-mar
RESOURCE MATERIALS HIGHLIGHTED IN THIS WEBINAR
Materials are listed in the order they were mentioned during the webinar
The LOGIC MODEL TEMPLATE FOR ATE PROJECTS AND CENTERS includes question prompts and examples tailored to the National Science Foundation's Advanced Technological Education (ATE) program. bit.ly/ate-logic
LOGIC MODELS: GETTING THEM RIGHT AND USING THEM WELL is a recorded webinar that demonstrates how to develop a logic model and use its contents to organize a grant proposal. bit.ly/2016-aug
The EVALUATION QUESTIONS CHECKLIST FOR PROGRAM EVALUATION defines criteria for effective and appropriate evaluation questions. bit.ly/eqchecklist
CHANGING FOCUS MID-PROJECT is a blogpost in which ATE principal investigator Asa Bradley describes her experience using evaluation results to inform decisions about modifying her project. bit.ly/bradleysep2015
The RESULTS FROM PRIOR NSF SUPPORT CHECKLIST identifies what NSF requires in a description of results from previous NSF funding and includes EvaluATE's recommendations for strengthening this section of a proposal. bit.ly/prior-check
The GUIDE TO FINDING AND SELECTING AN EVALUATOR FOR ATE PROPOSALS answers eight common questions about choosing an evaluator to assist with the development of the evaluation section of a proposal and conduct the evaluation when funded. bit.ly/finding-evaluator
The EVALUATION PLANNING CHECKLIST FOR ATE PROPOSALS includes details about where and how to address evaluation in an ATE proposal. bit.ly/checklist-evalplan
The ATE PROPOSAL EVALUATION PLAN TEMPLATE provides guidance on what to include and how to organize the evaluation plan section of an ATE proposal. bit.ly/ev-pl-tmp
The COMMUNICATION PLAN CHECKLIST FOR ATE PIS AND EVALUATORS highlights the decisions that need to made when establishing a working relationship with an evaluator. bit.ly/checklist-commplan
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RESOURCE
Communication Plan Checklist for ATE PIs and Evaluators


What is evaluation?
What will happen?
How much does it cost?
Where does it go in a proposal?
Why do it?
Who can do it?