



1



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# Materials



Slides



Recording



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# Introductions



**Samantha**

Hooker



**Megan**

López



**Lyssa**

Wilson Becho



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# Behind the Scenes



**Kelly  
Robertson**



**Maureen  
Green**



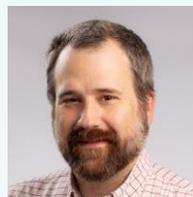
**Valerie  
Marshall**



**Lori  
Wingate**



**Erika  
Sturgis**



**Lee  
McClure**



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# Thank You



**Tiffany  
Chalfant**



**Diane  
Wolter**



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This material is based upon work supported by the National Science Foundation under Grants No. 1841783. The content reflects the views of the authors and not necessarily those of NSF.



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Lyssa

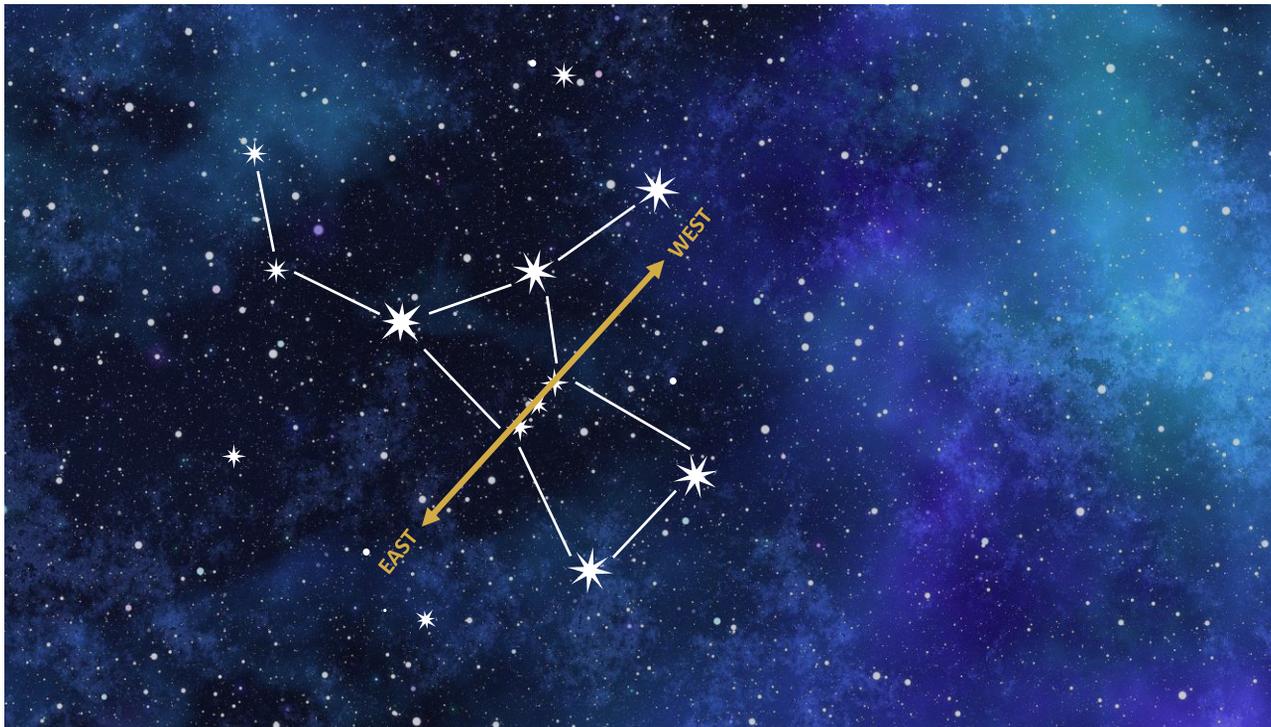
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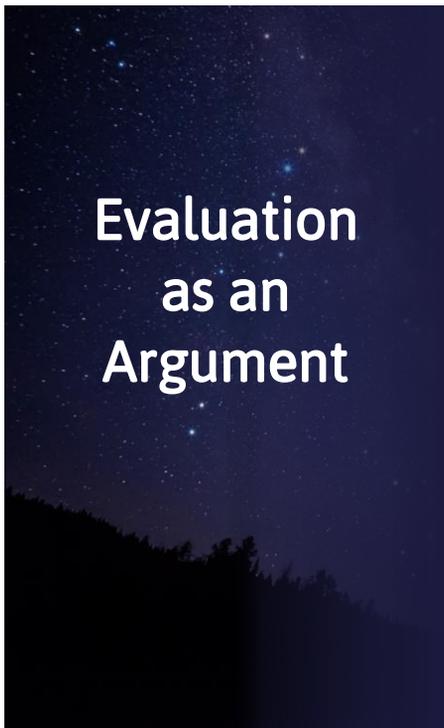
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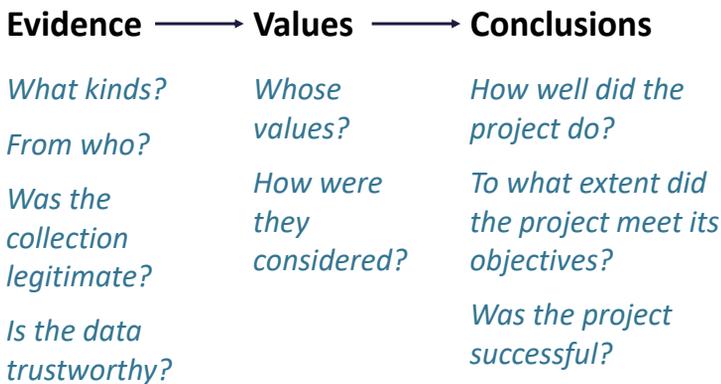
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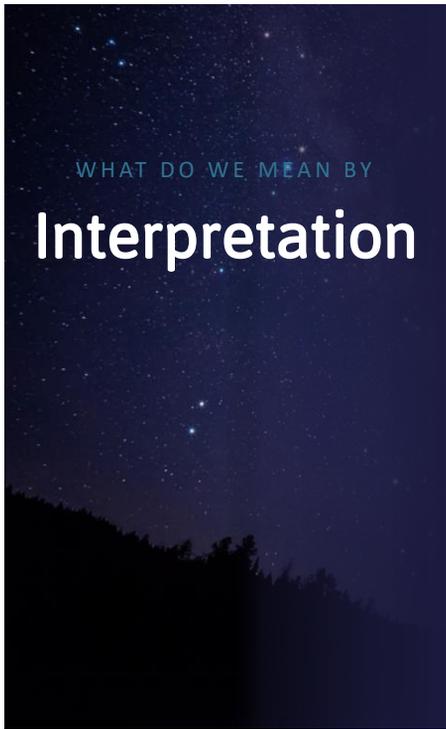




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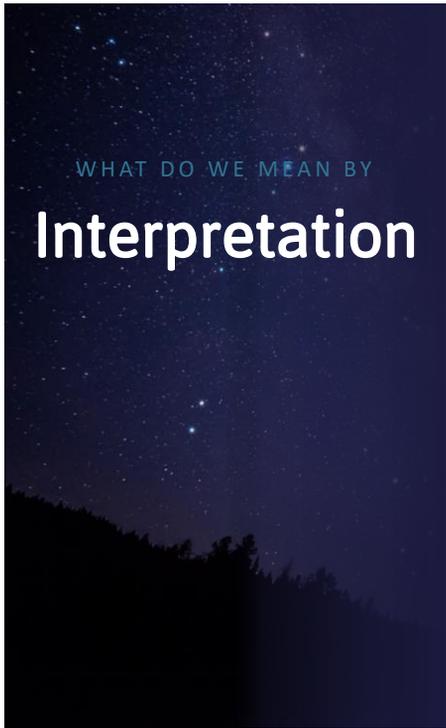


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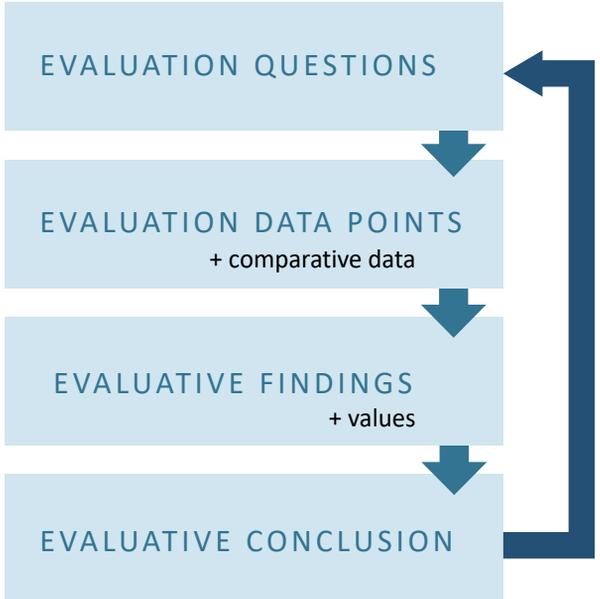


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- Meaning making/ sense-making
- Target setting
- Comparison to benchmark



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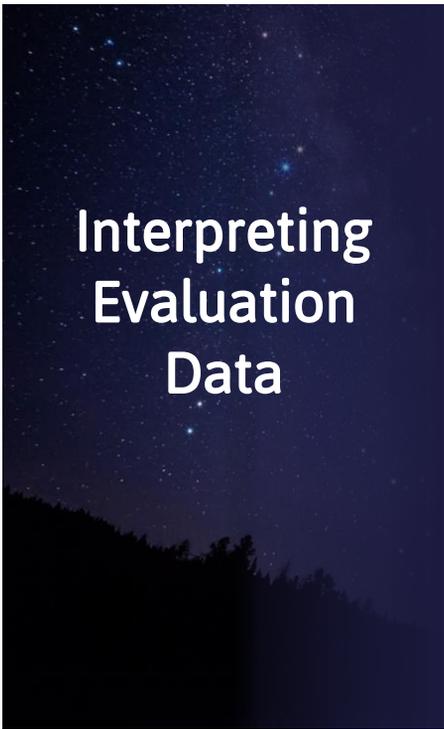
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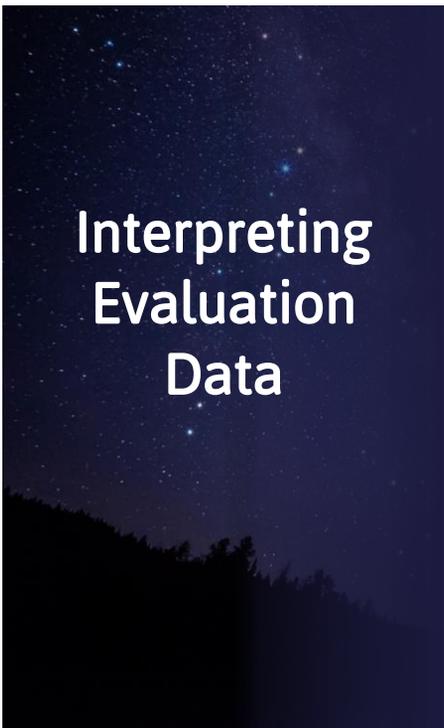
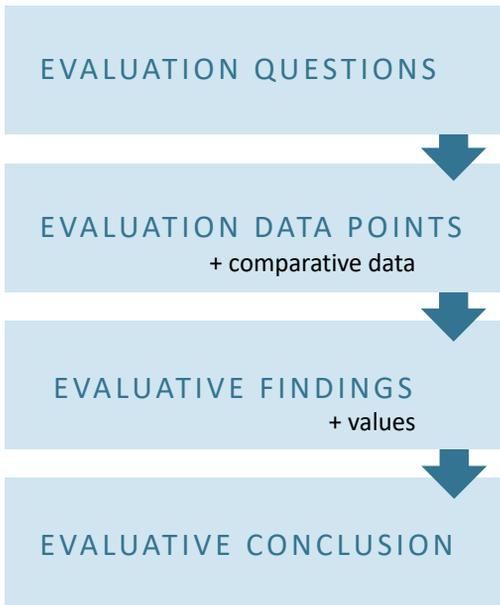
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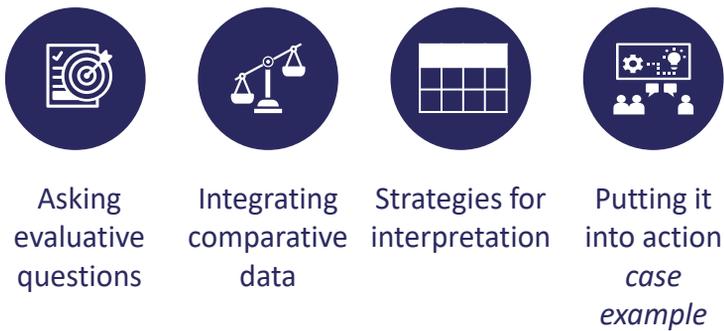
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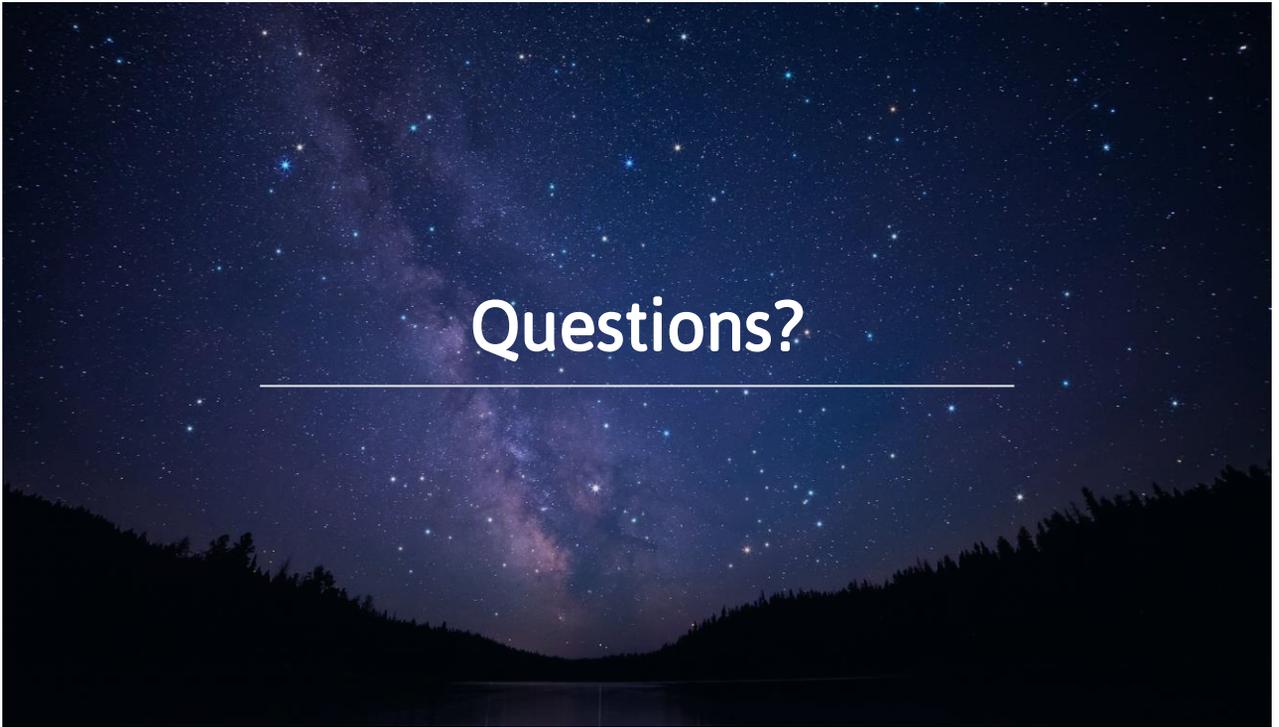


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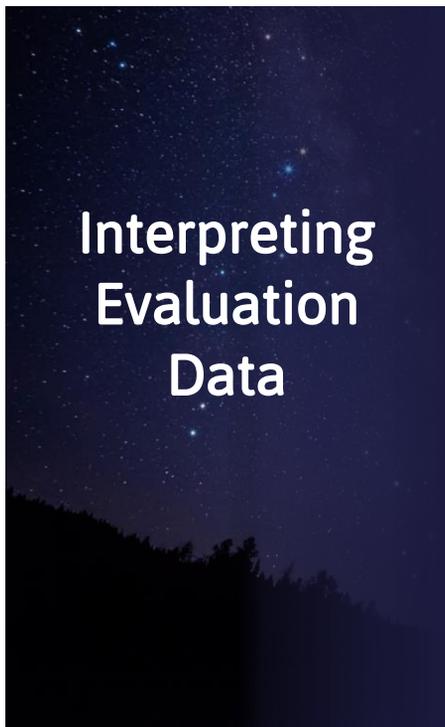


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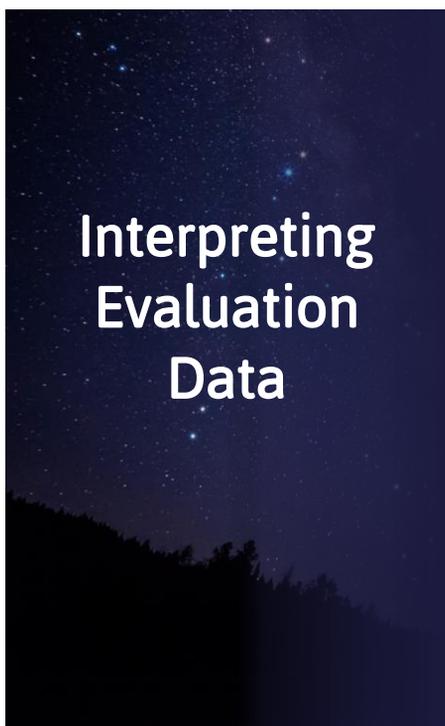
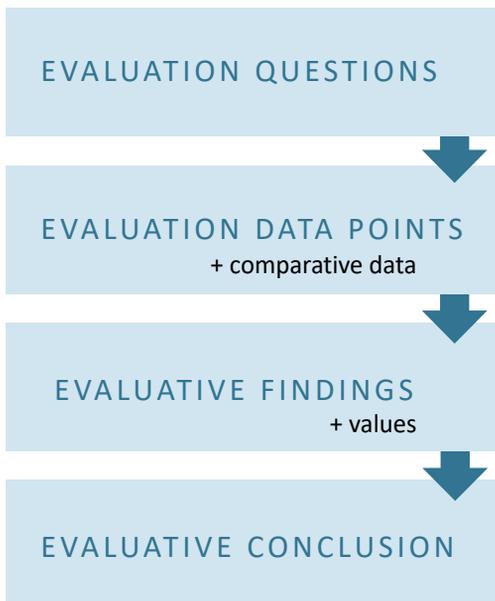


**Megan**

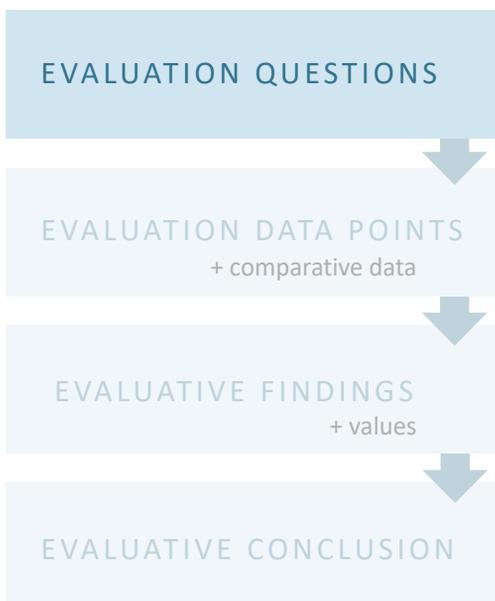
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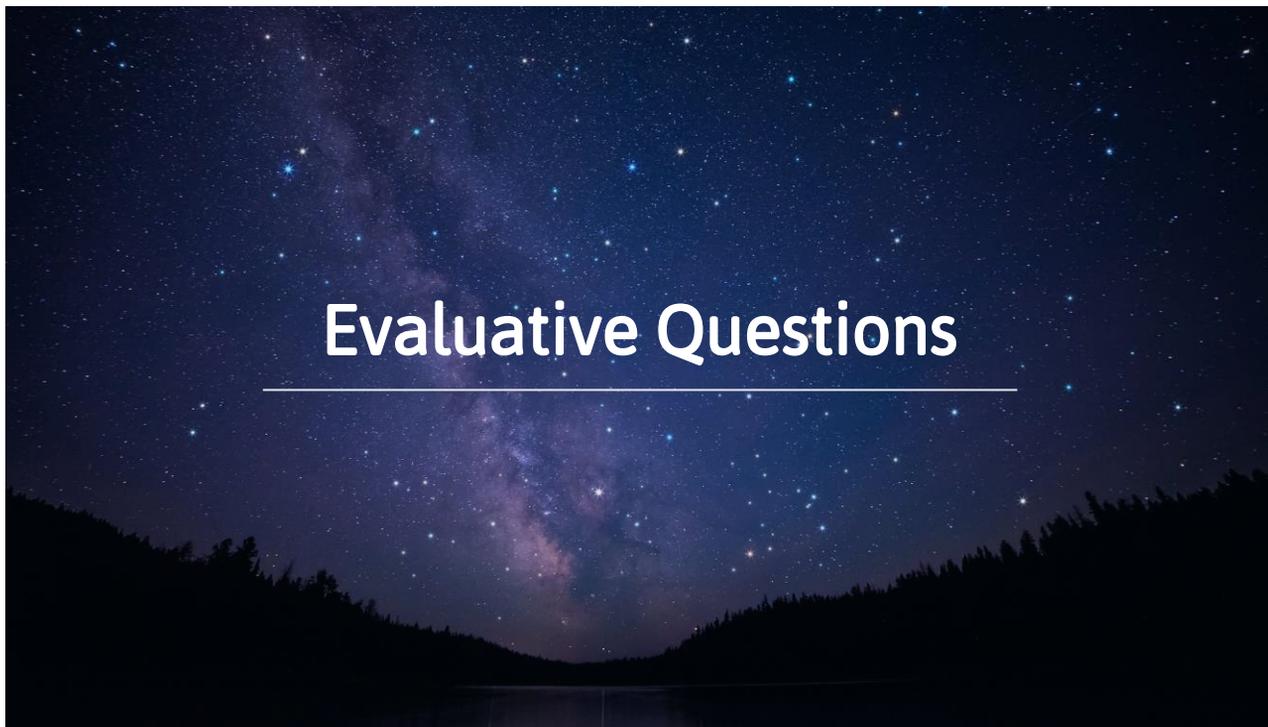


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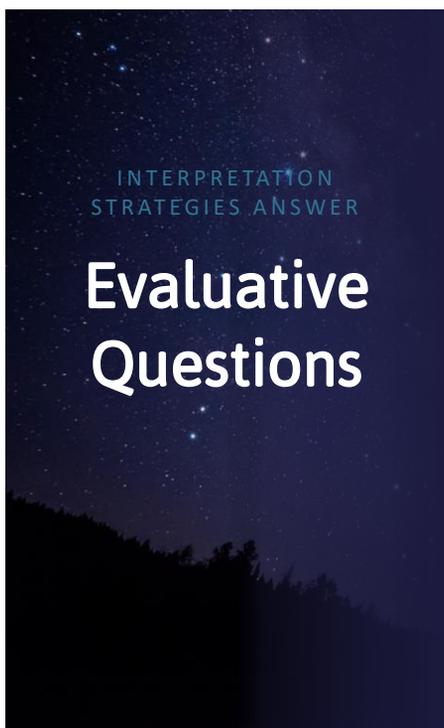


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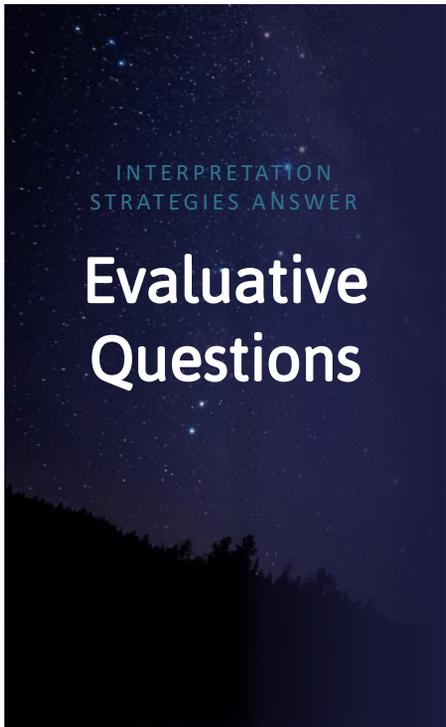
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- ☀ What aspects will be investigated
- ☀ Merit, worth, or significance
- ☀ Informed by a constellation of data
- ☀ Guide and scope the evaluation

Wingate, L., & Schroeter, D. (2016). Evaluation Questions Checklist for Program Evaluation.



NON-EVALUATIVE  EVALUATIVE

- How many...?
- How much...?
- What effects...?
- Did [outcome] occur?
- Was there an increase or decrease in ...?

- How *adequate(ly)*...?
- How *good* was...?
- How *well* did...?
- How *substantial*...?
- How *worthwhile*...?

Altered from Davidson, E. J., & Chianca, T. K. (2023). Impact Evaluation Without Tears.

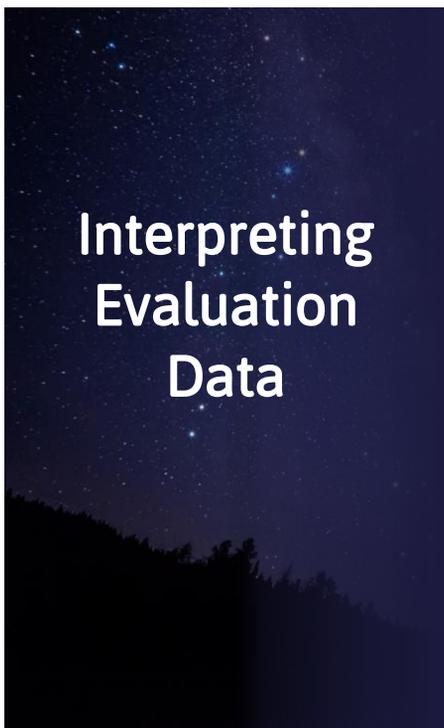
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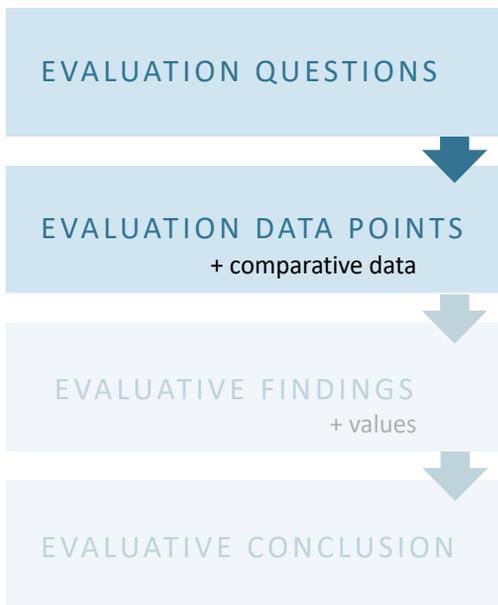
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-   
Performance targets
-   
Historical or baseline data
-   
Similar programs
-   
Public datasets

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- Assessment of a **project's performance** against its **planned activities and impact**.
- Consider your project's **outputs, deliverables, and outcomes**



 Assessment of a project's performance against its planned activities and impact.

Table #. Progress toward EvaluATE's implementation goals between 2018—22

Activity	Project Goal	2018	2019	2020	2021	2022
Webinars	4 per year	⬆️	⬆️	⬆️	⬆️	⬆️
Resources	4 per year	⬆️	⬆️	⬆️	⬆️	⬆️
Conference presentations	3 per year	⬆️	⬆️	⬆️	⬆️	⬆️
Conference workshops	1 per year	⬆️	⬆️	⬆️	⬆️	⬆️
ATE evaluation coaching	96 PIs or evaluators per year 2020-22	-	-	⬆️	⬆️	⬆️
Newsletter	Quarterly in 2018-19; monthly 2020-22	⬆️	⬆️	⬆️	⬆️	⬆️
Blog	12 per year	⬆️	⬆️	⬆️	⬆️	⬆️
Webchats	12 per year May 2020-22	-	-	⬆️	⬆️	⬆️
Outstanding ATE Evaluation Award	Awarded annually since 2021	-	-	-	⬆️	⬆️

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PERFORMANCE TARGETS & PROJECT GOALS

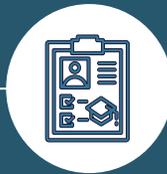
# ATE-Specific Sources



Project Logic Model



ATE Proposal



Curriculum Learning Objectives



Advisory Committees

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PERFORMANCE TARGETS & PROJECT GOALS

# CHAT QUESTION

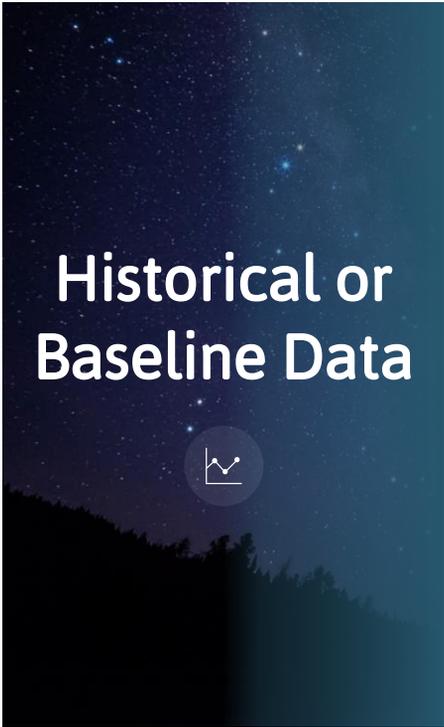
What might be some concerns if you only compare your findings to performance targets or project goals?

Use the chat box to respond

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# Historical & Baseline Data

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- Comparing **project data at various intervals** to make evaluative findings.
- Compares what **happened before and after** the project was implemented.



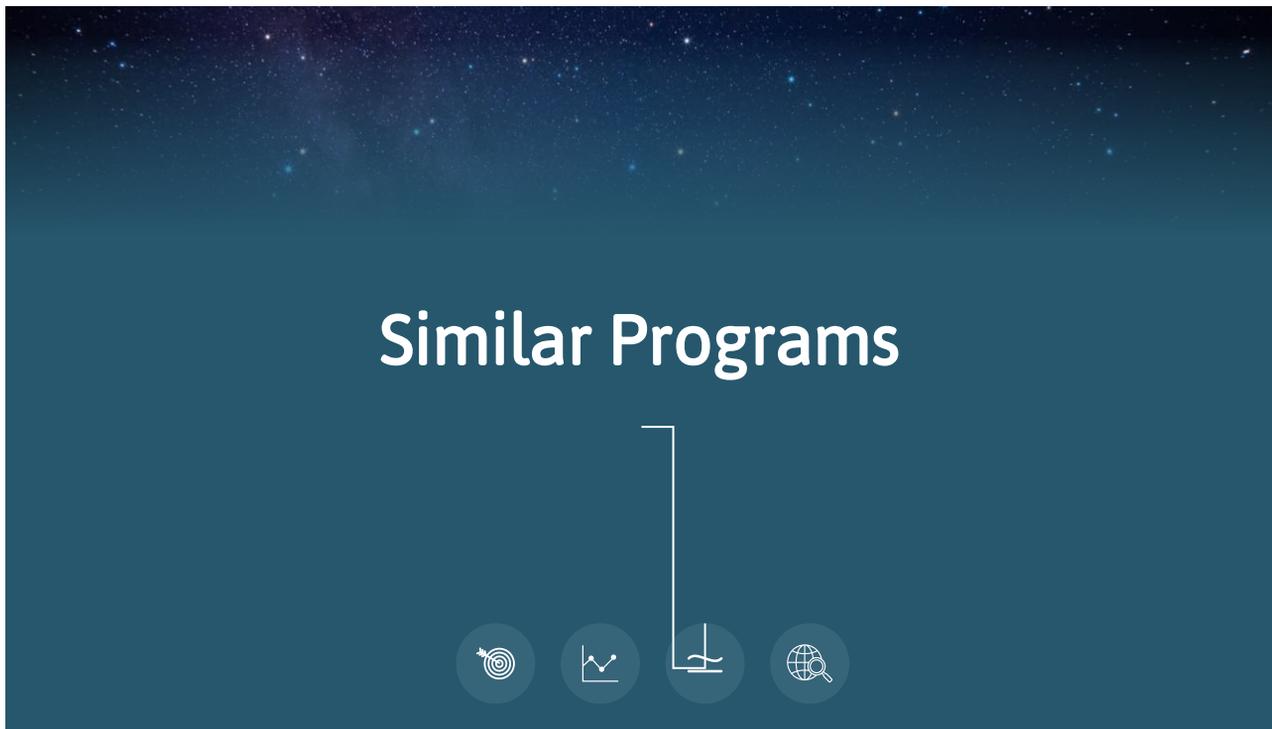
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HISTORICAL OR BASELINE DATA

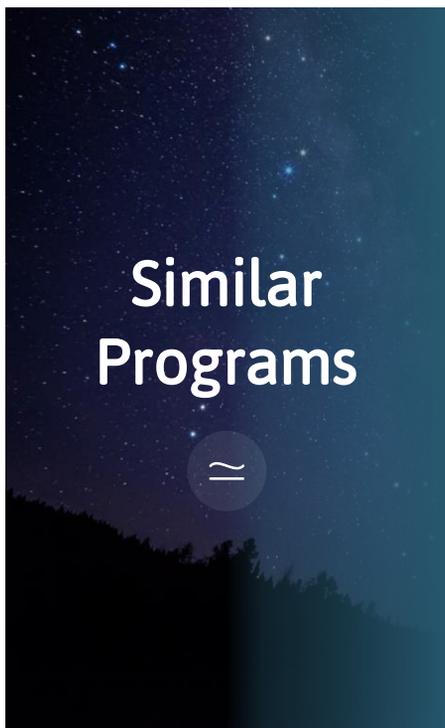
# ATE-Specific Sources

- ATE Proposal Project Description
- Institutional Research Office
- Grants Management Office
- Industry Associations

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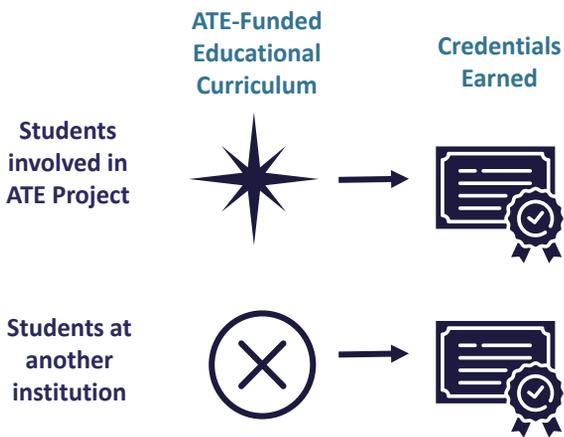


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 Comparing project data against a project with similar activities or intended outcomes.



SIMILAR PROGRAMS

# ATE-Specific Sources



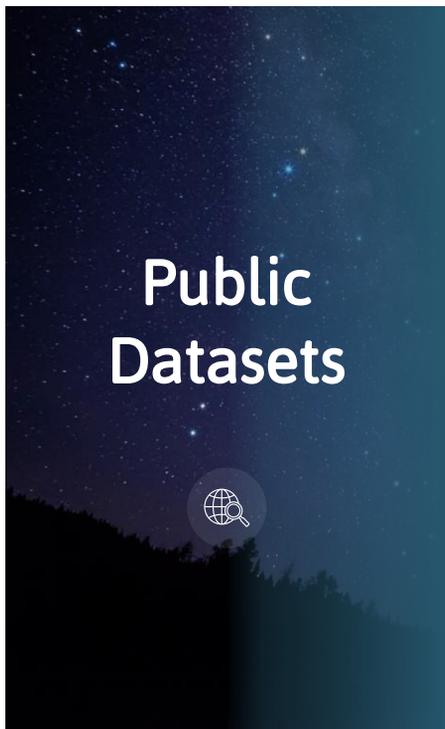
ATE Survey Report      ATE Central Archives      Research articles or publications

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# Public Datasets

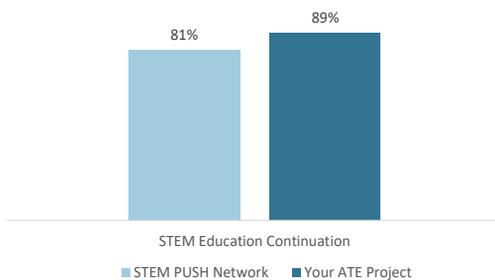


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Comparing your project data against standardized data collected regionally, state-wide, or nationally.

Black, Indigenous, People of Color STEM Students who persisted in STEM for 1 full year of college



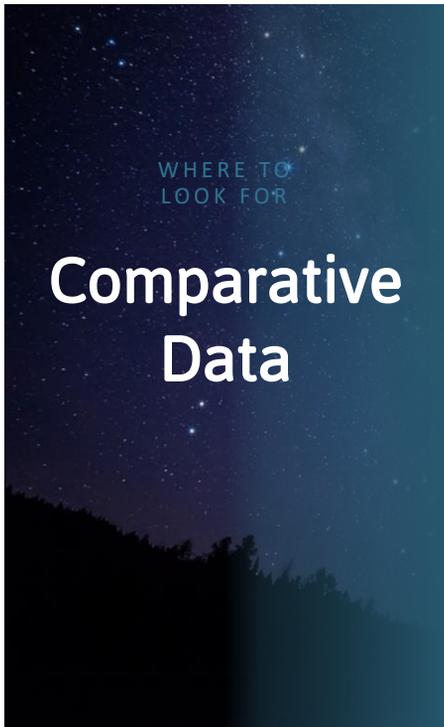
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BENCHMARKING AGAINST NATIONAL DATA SETS

# ATE-Specific Sources

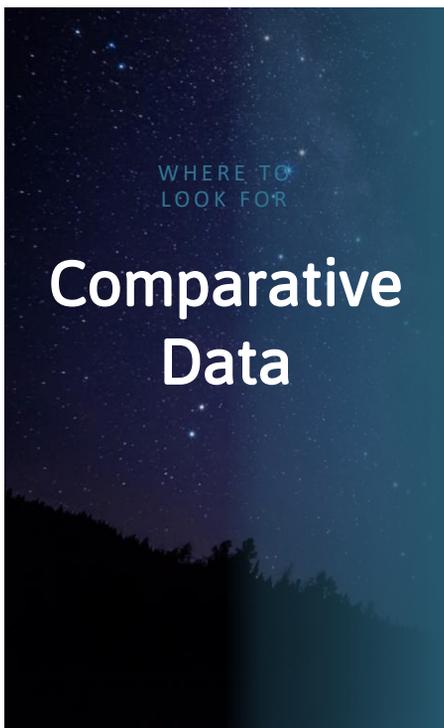
- National Center for Education Statistics
- NSF INCLUDES Shared Measures Initiative
- Community College Research Center
- Research articles or publications

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-  Performance targets
-  Historical or baseline data
-  Similar programs
-  Public datasets

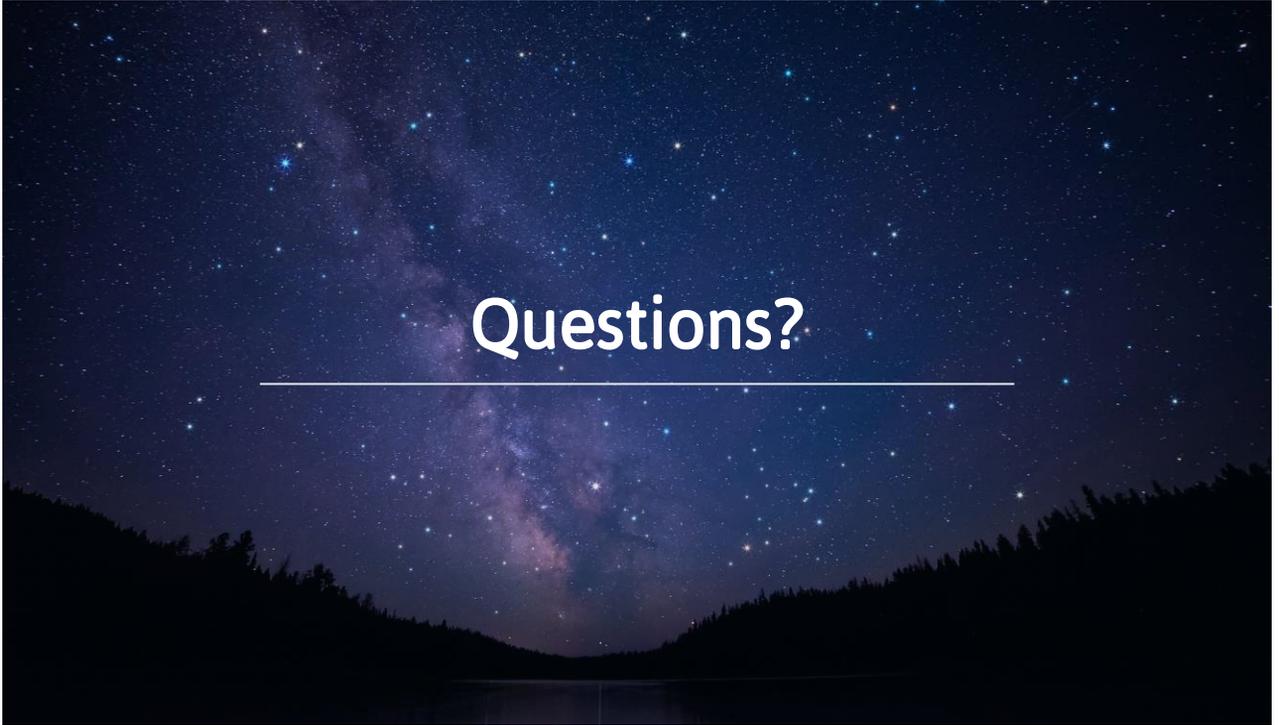


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## POLL QUESTION

Which of these types of comparative data do you use (or see) most often in evaluations?

-  Performance targets
-  Historical or baseline data
-  Similar programs
-  Public datasets

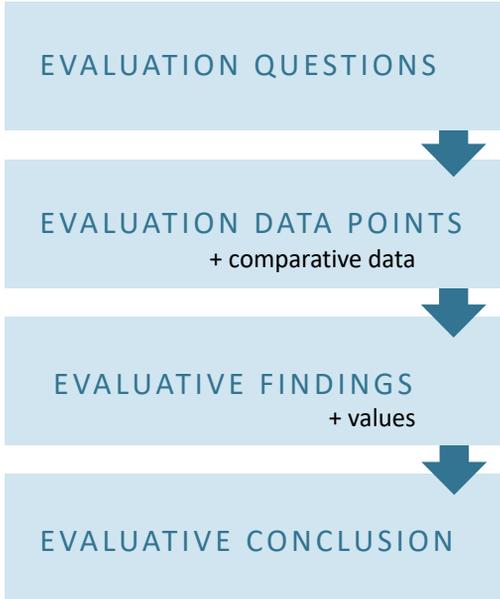
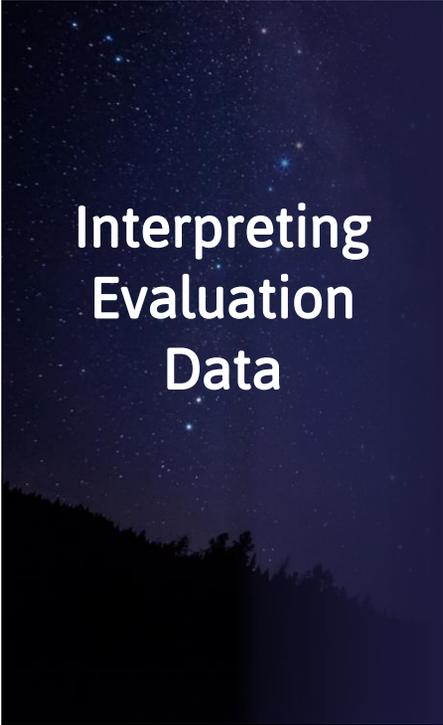


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Lyssa

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# Who's Involved



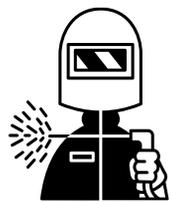
Evaluator



Project team



Students or faculty



Business and industry partners

# Engagement through Participatory Sensemaking Sessions

## Participatory Sense Making Sessions

- Collaborative process in which people **jointly make sense** of information and develop a **shared understanding**
- Creates a space for **dialogue** between power holders, making evaluation more **democratic**

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## Sense-Making Questions

- What is this data telling you?
- How does it align with your expectations?
- Is this better or worse than you expected?
- Is this good? Is this good enough?
- What really stands out for you?
- Are there any surprises here?
- What response do you think is required here?
- What should the project do based on this information?

Adapted from Hutchinson, K. (2016). You're Invited to a Data Party.

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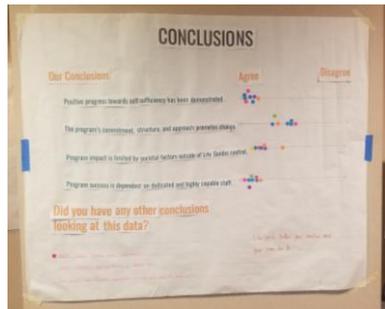
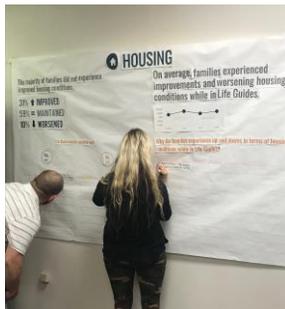


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### Activities

- Gallery walk
- World café
- Data dashboards
- Dotmocracy
- Virtual white boards
- Be creative!



Robertson, K., & Becho, L.W. (2018)

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PARTICIPATORY SENSEMAKING SESSIONS

## Use & Considerations

### BENEFITS

- Increases **buy-in** and **understanding** of evaluative conclusions
- Encourages **double-loop learning**
- **Democratic** process that increases **inclusiveness**

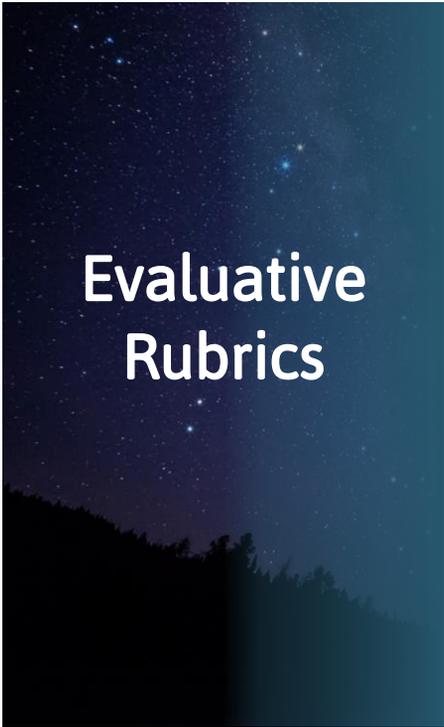
### PAUSE & CONSIDER

- Carefully consider **who is involved** in the process
- **Resource intensive**
- Reliant on **critical facilitation**
- Difficult to document

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## Evaluative Rubrics

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- ☀ Framework that **describes what performance** would look like at each level
- ☀ Makes **important stuff measurable**, delivers **clearly reasoned answers**, and gives **voice to values**.

	Poor	Adequate	Good	Excellent
Criteria 1	=====	=====	=====	=====
Criteria 2	=====	=====	=====	=====

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RUBRICS

# Use & Considerations

**BENEFITS**

- **Increases transparency** in evaluative conclusions
- Allows for **meaningful conclusions** in context
- Weaves **quantitative and qualitative** data

**PAUSE & CONSIDER**

- Carefully consider **who is involved** in the development
- **Time-consuming**
- Specific and **unique** to context
- May be affected by staff turn-over

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# Putting It Into Action

*Case Example*

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Jada

Helen

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# Evaluation Questions

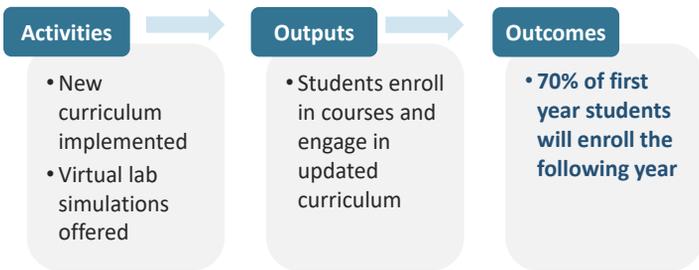
- How effective has the new virtual simulation lab curriculum been for improving student retention?
- How well did it work for students who identify as Black and Latino/a/e/x?



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## EVALUATION DATA POINT

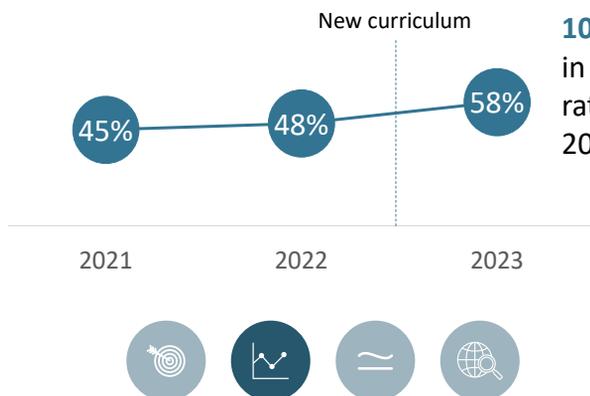
58% of students remained enrolled in the program from last year to this year.



68

### EVALUATION DATA POINT

58% of students remained enrolled in the program from last year to this year.



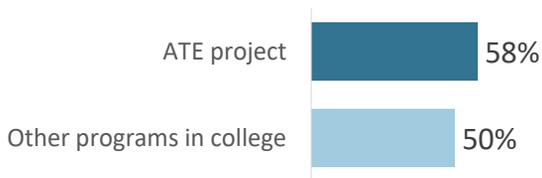
**10% increase** in retention rates from 2022-23



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### EVALUATION DATA POINT

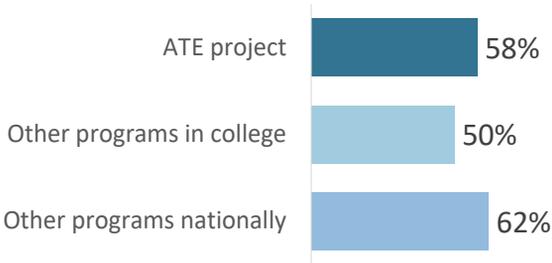
58% of students remained enrolled in the program from last year to this year.



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EVALUATION DATA POINT

58% of students remained enrolled in the program from last year to this year.



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EVALUATION QUESTION

How effective has the new virtual simulation lab curriculum been for improving student retention?

EVALUATION DATA POINT

58% of students remained enrolled in the program from last year to this year.

EVALUATIVE FINDING

Student retention increased in the program by 10%. It remains higher than other programs in the college, but lower than other programs nationally.



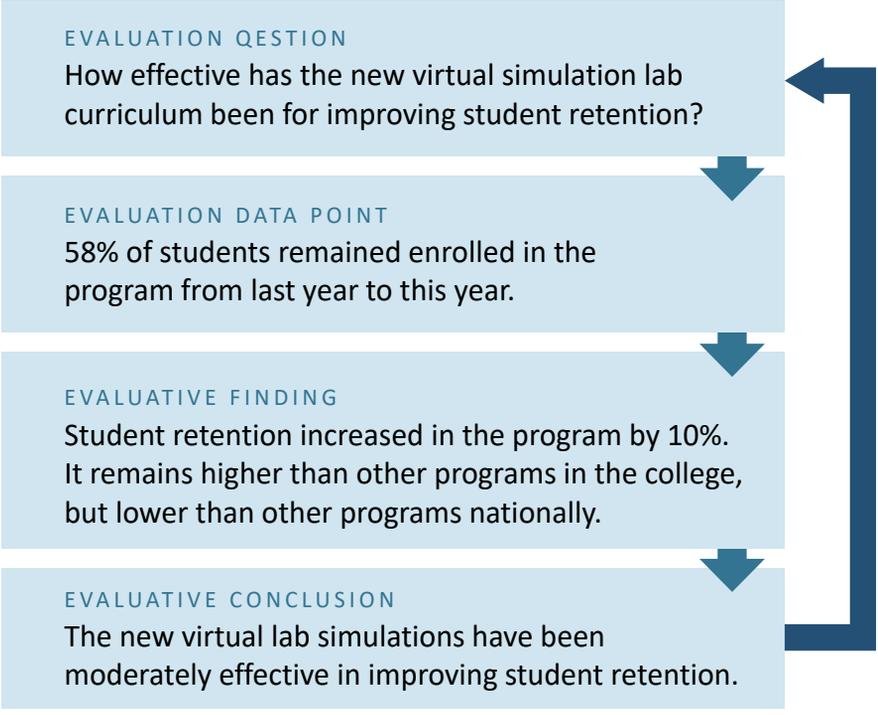
72

Not effective	Somewhat effective	Moderately effective	Extremely effective
Student retention rates are below 45% ( <i>lower than previous years and college comparison</i> )	Student retention rates are between 46-55%	Student retention rates are between 56-65%	Student retention rates are above 65% ( <i>surpassing national average</i> )

  
**58%**



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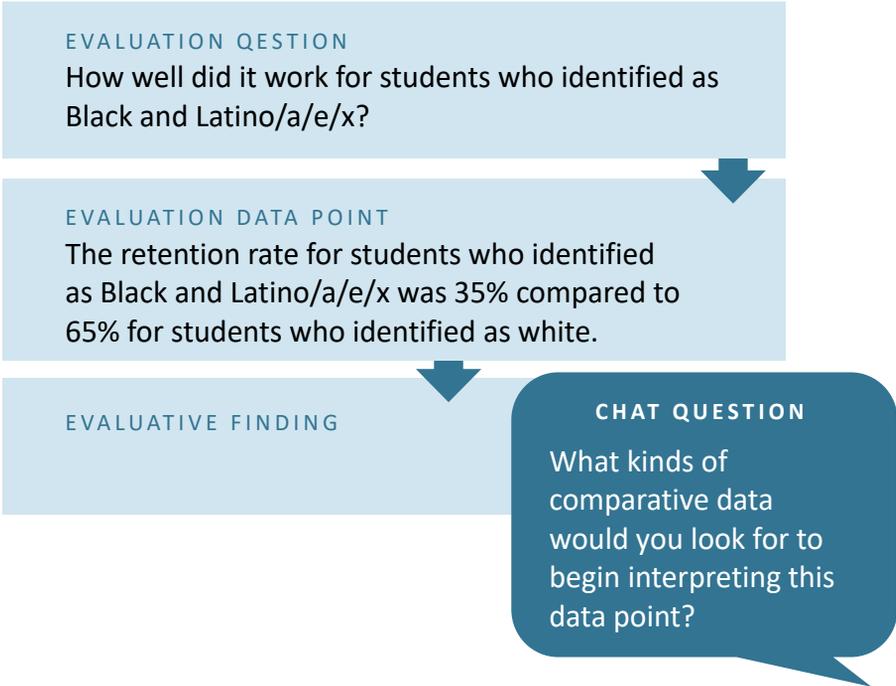
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# Evaluation Questions

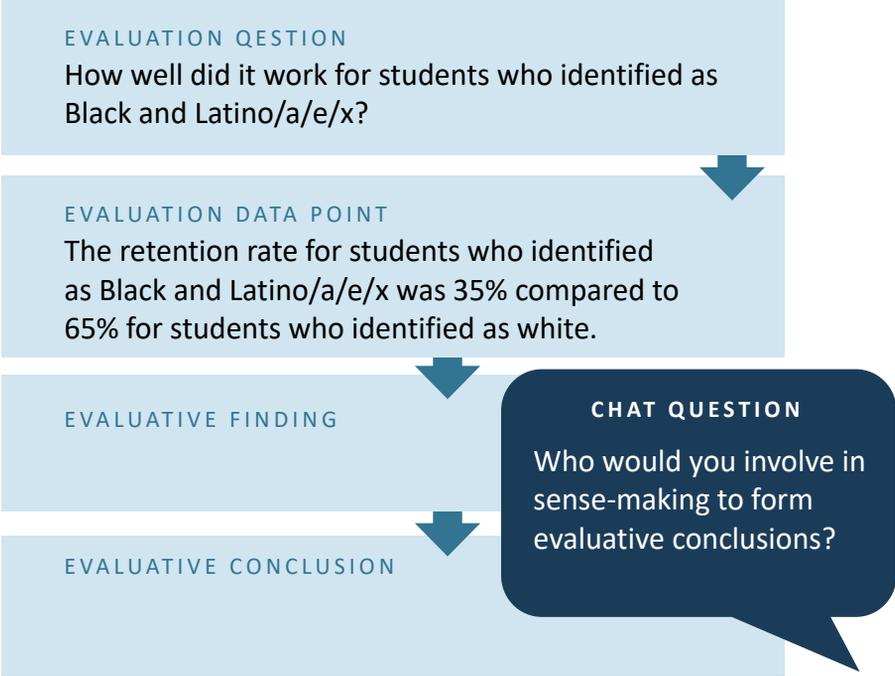
- How effective has the new virtual simulation lab curriculum been for improving student retention?
- How well did it work for students who identify as Black and Latino/a/e/x?



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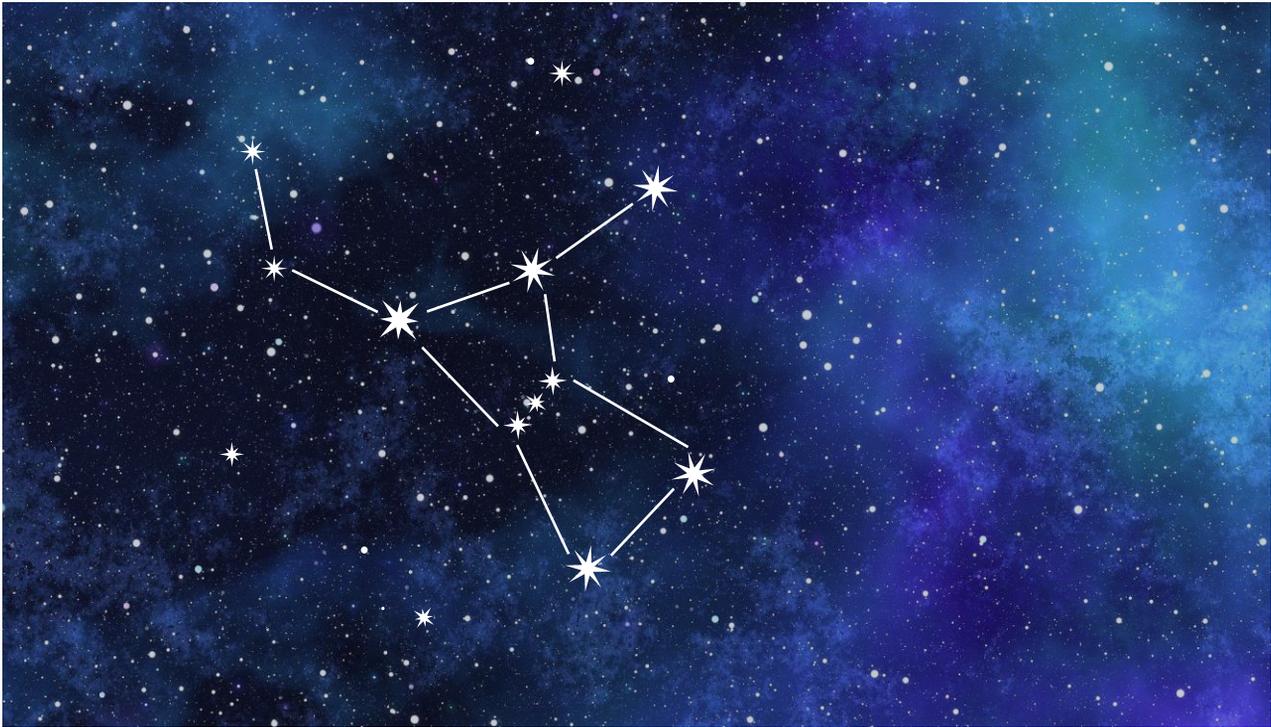
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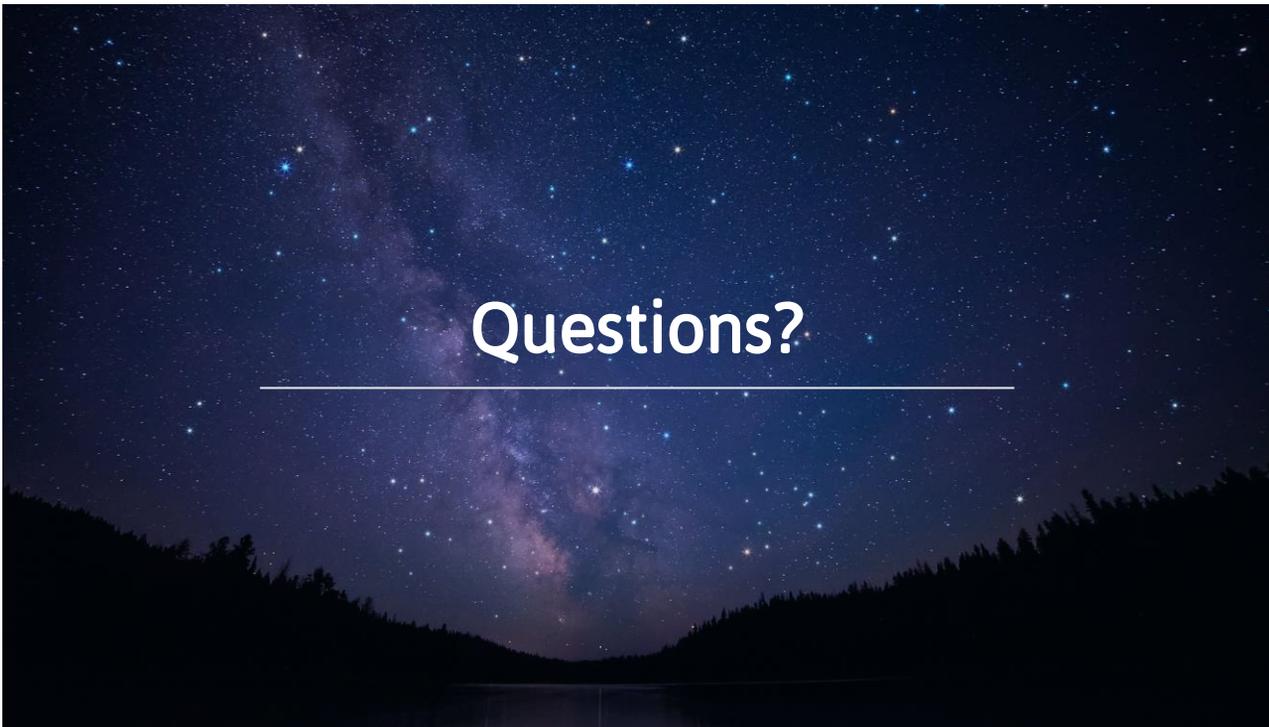


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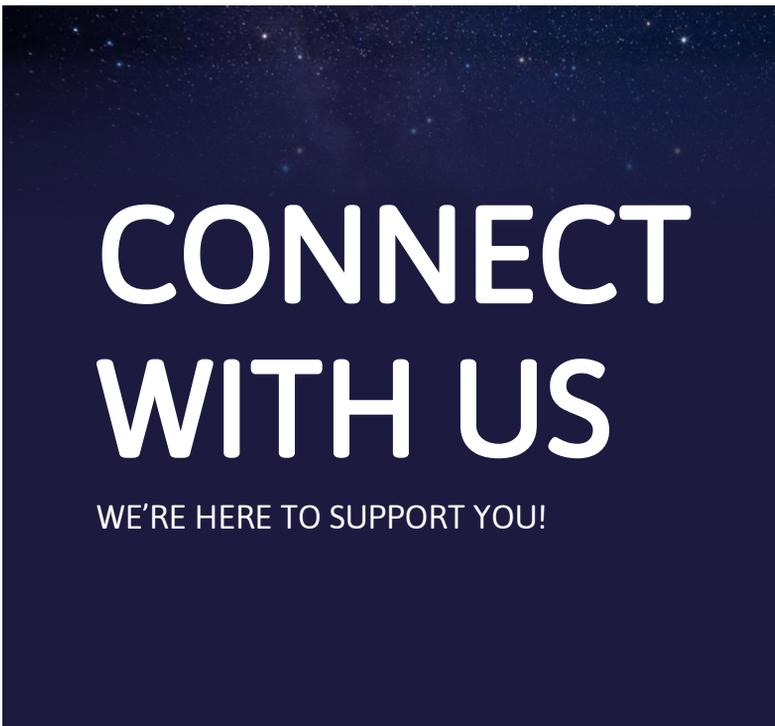


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- ☀ Consider interpretation from the start
- ☀ Data points alone are less meaningful
- ☀ Employ multiple strategies
- ☀ Consider multiple perspectives
- ☀ Be transparent about this process in your report



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