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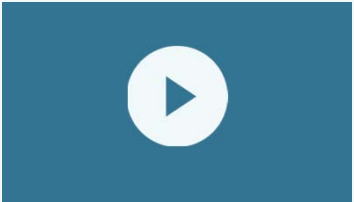
Materials



Slides




Additional Resources




Recording


3

Introductions





Samantha
Hooker







Lyssa
Wilson Becho






Sondra
LoRe





Lana
Rucks




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Slides available at:
<https://evalu-ate.org/webinar/september22>


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Behind the Scenes





Lori
Wingate








Carolyn
Williams-
Noren





Kelly
Robertson





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Advanced Technological Education Program


www.nsf.gov/ate



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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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Agenda

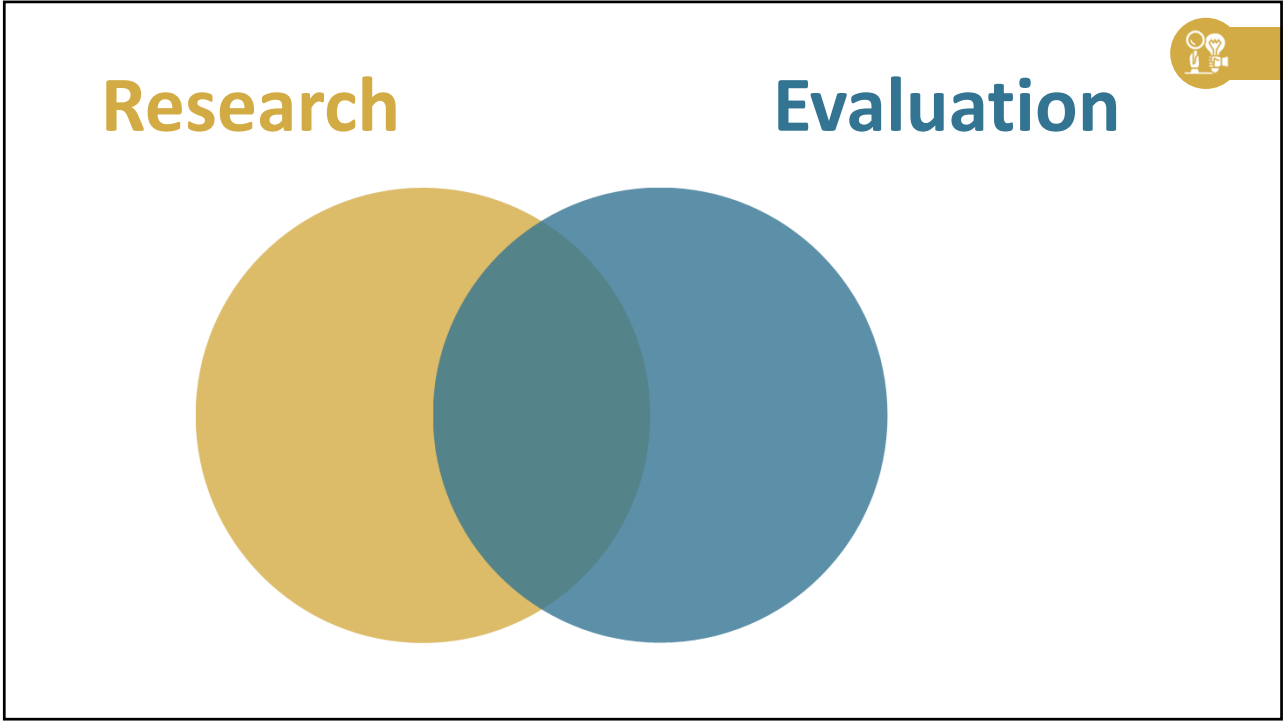
- Unique Demands of Evaluation
- Evaluation Tools
- Using Rubrics
- Using Ripple Effect Mapping
- Questions

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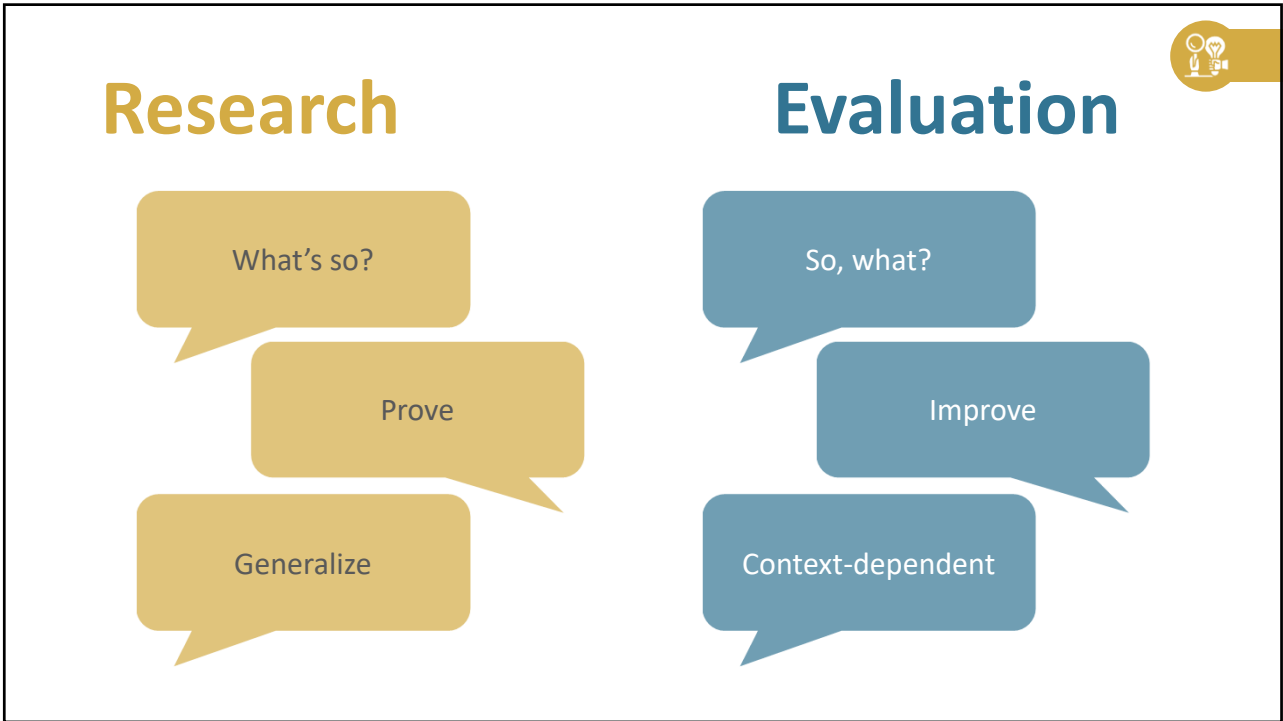
Research

Evaluation

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Unique Demands on Evaluation

- Engagement**
Decision-makers, participants, funders, and other voices are involved throughout the evaluation
- Valuing**
Outcomes are compared to a standard or benchmark to determine whether a project is working
- Use**
Evaluation findings are intended to be used for decision making
- Feasibility**
Evaluations are often conducted under limited time, money, or data



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Evaluation Tools



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Practical Evaluation Tools
Webinar Handout
Lori Wingate & Lyssa Wilson Recho | September 2022

Evaluation faces unique demands, which call for unique methods, approaches, and strategies. Some elements that set evaluation apart from research include (1) the engagement of decision-makers and participants; (2) the process of valuing by comparing outcomes to standards or benchmarks; (3) the intentional emphasis on using evaluation findings for decision-making, project improvement, and accountability; and (4) feasibility considerations given time, funding, or data constraints. This resource lists some practical evaluation tools that have been developed to address the various demands on evaluators, along with open-access resources to learn more about each tool.

Causal Link Monitoring
A process used by program designers to identify activities that are critical for achieving desired program results, articulating the linkages between activities and outcomes, then monitoring the program to gather data to inform adaptive management.
[Causal Link Monitoring](#) by Britt, Hummelbrunner, and Greene

Contribution Analysis
A process for determining the extent to which a program contributed to specific changes that draws on the program's theory of change, logical reasoning, and empirical evidence.
[Contribution Analysis](#) by PIVM&C

Cost-Benefit and Cost-Effectiveness Analysis
Methods for comparing the costs and benefits of a project. Cost-benefit requires both costs and outcomes to be expressed in monetary units, whereas cost-effectiveness compares other outcome units.
[Economic Evaluation Overview](#) by the CDC

Culturally Responsive Evaluation
An approach to evaluation that rejects culture-free evaluation and calls for carrying out evaluations in ways that are aligned with the values and beliefs of those involved.
[A Guide to Conducting Culturally Responsive Evaluations](#) by Fienlon, Hood, and Hughes

Data Parties
Facilitated events where a group reviews evaluation data to engage in sense-making, recommendation development, and action planning.
[Data Parties: It's Time for a Data Party](#) by EvalAcademy

Most Significant Change
A technique for collecting stories of change experienced by program participants and identifying the cases that represent the most significant change to illuminate project impacts.
[The "Most Significant Change" \(MSC\) Technique: A Guide to Its Use](#) by Davies and Dart

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Evaluation Tools

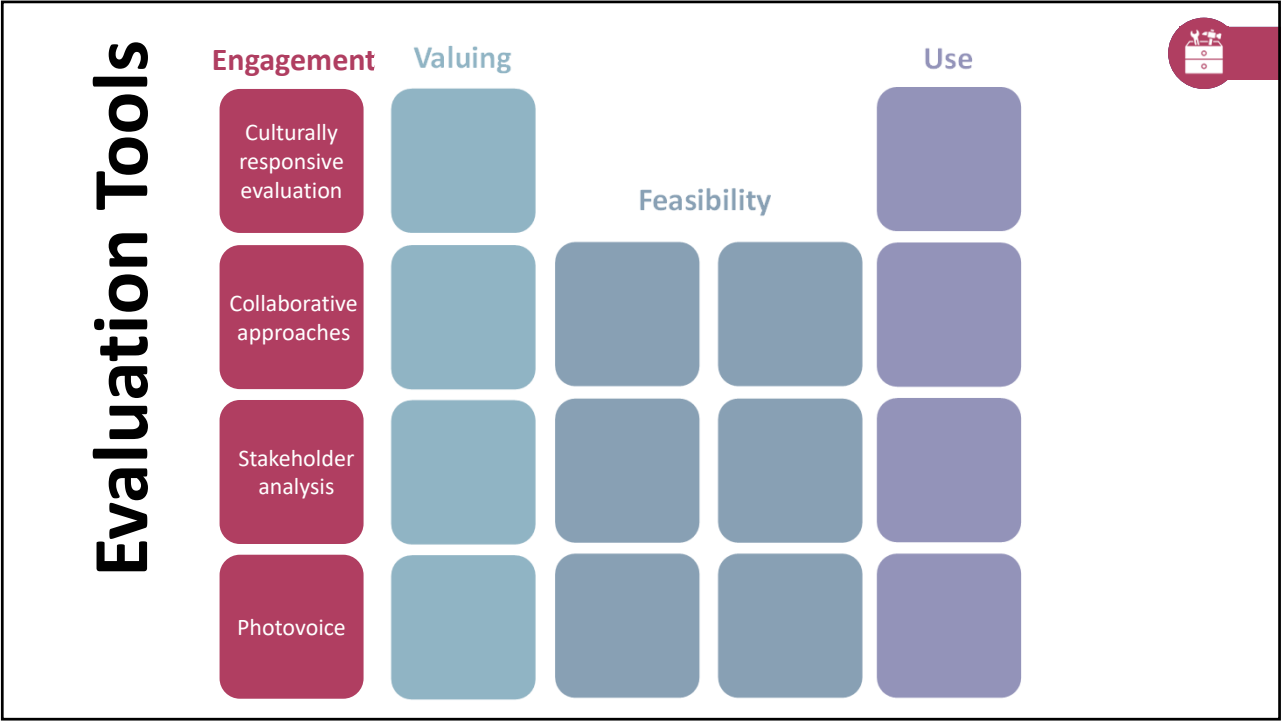
Engagement

Valuing

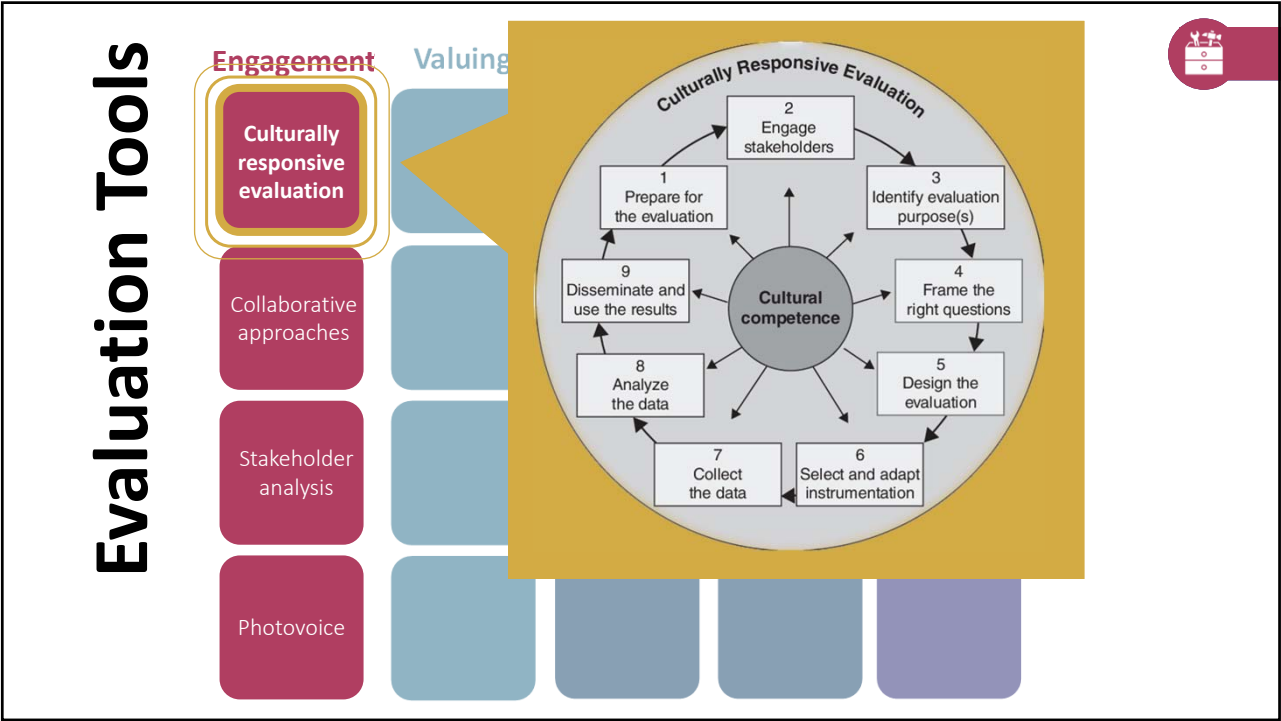
Feasibility

Use

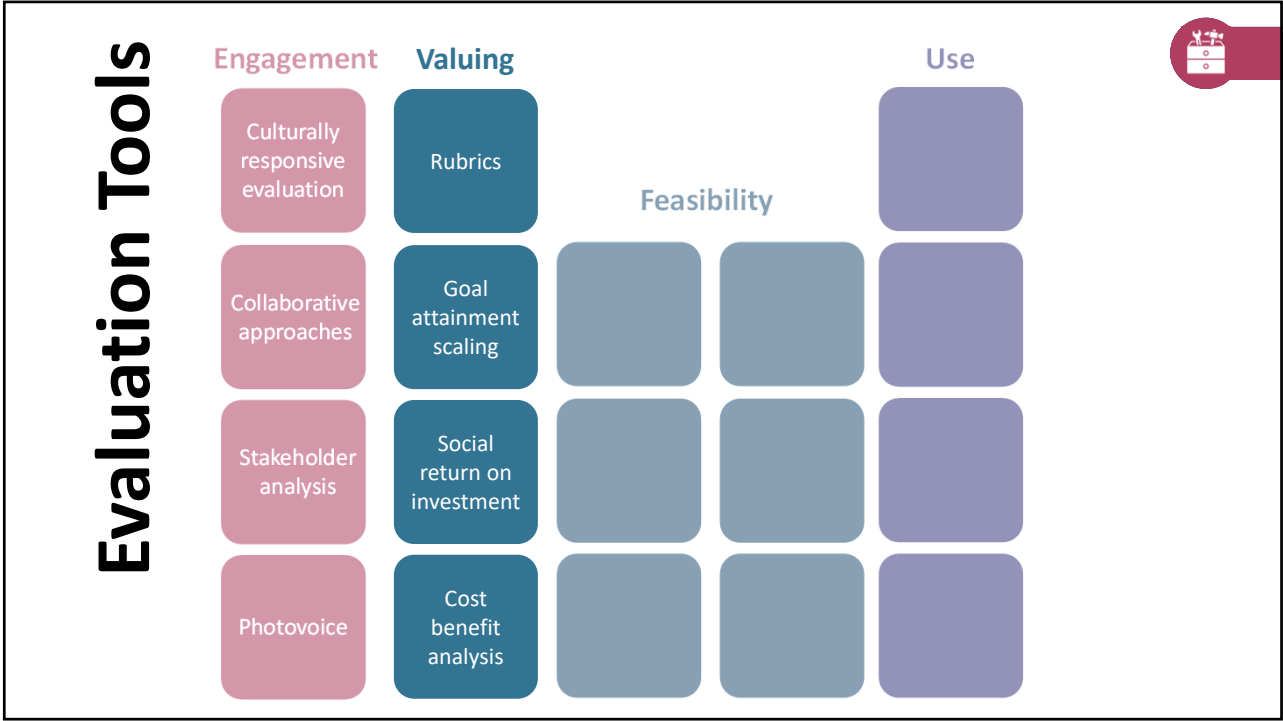
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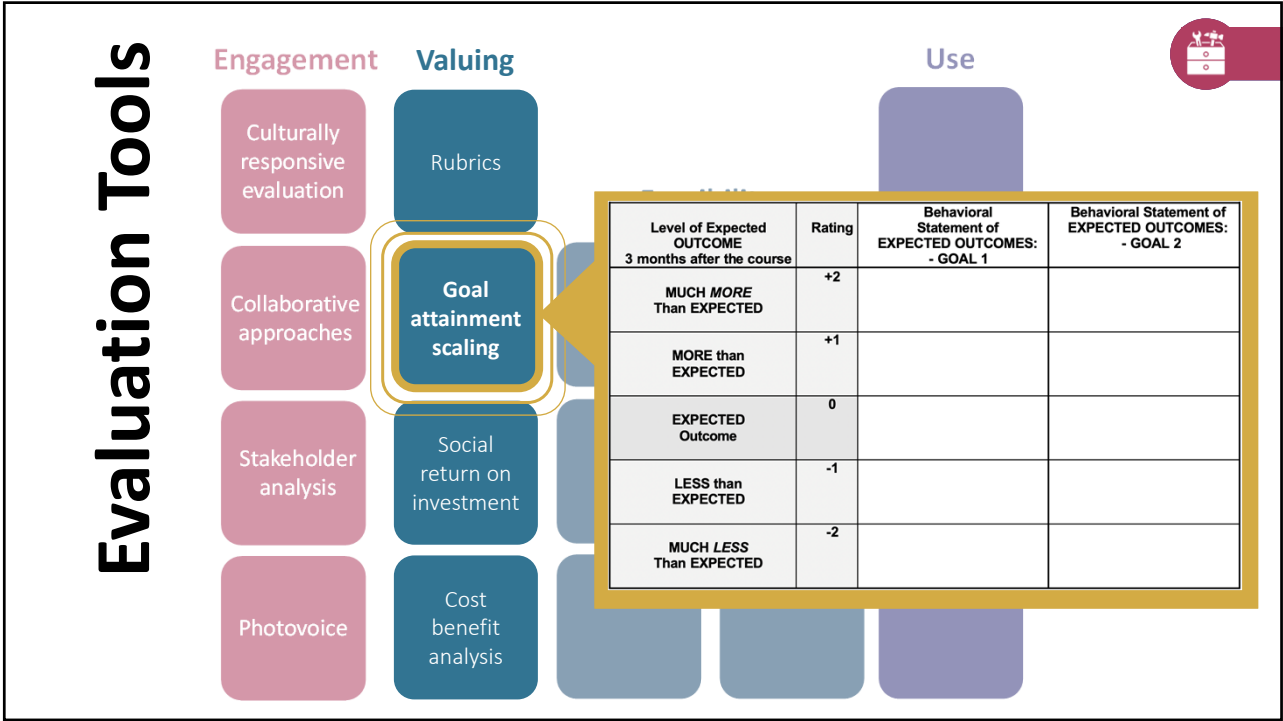
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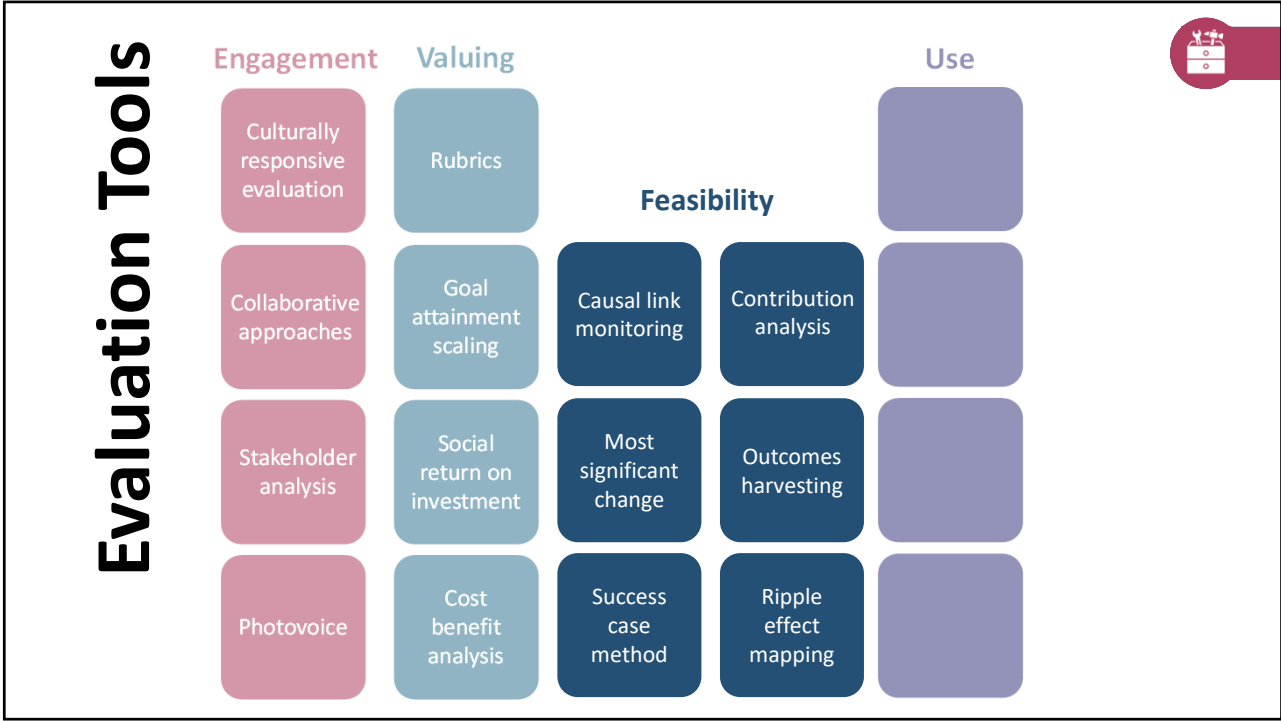
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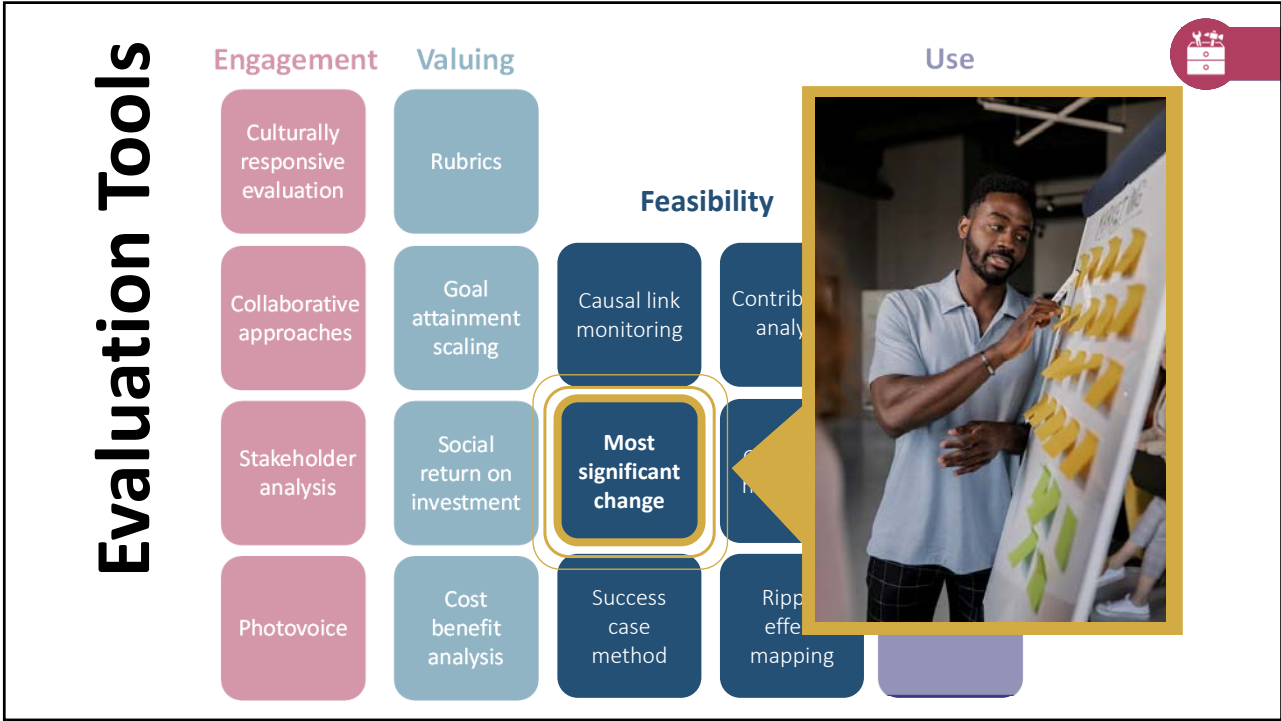
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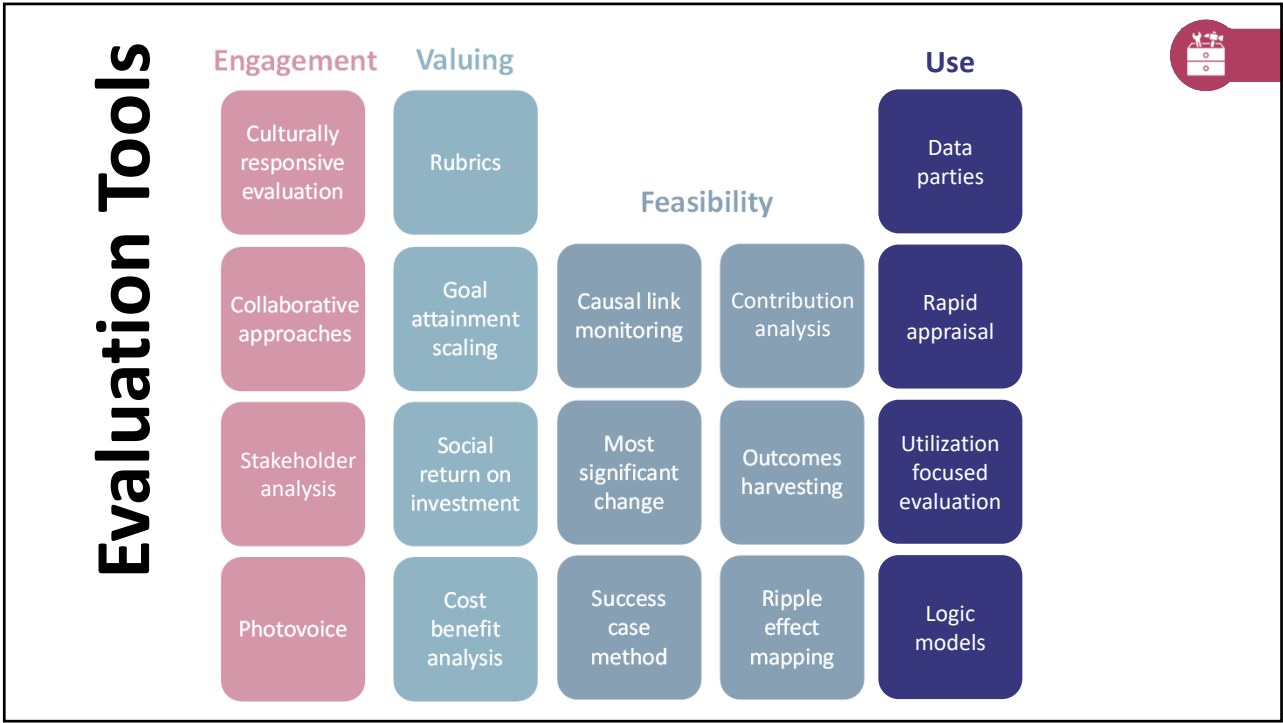
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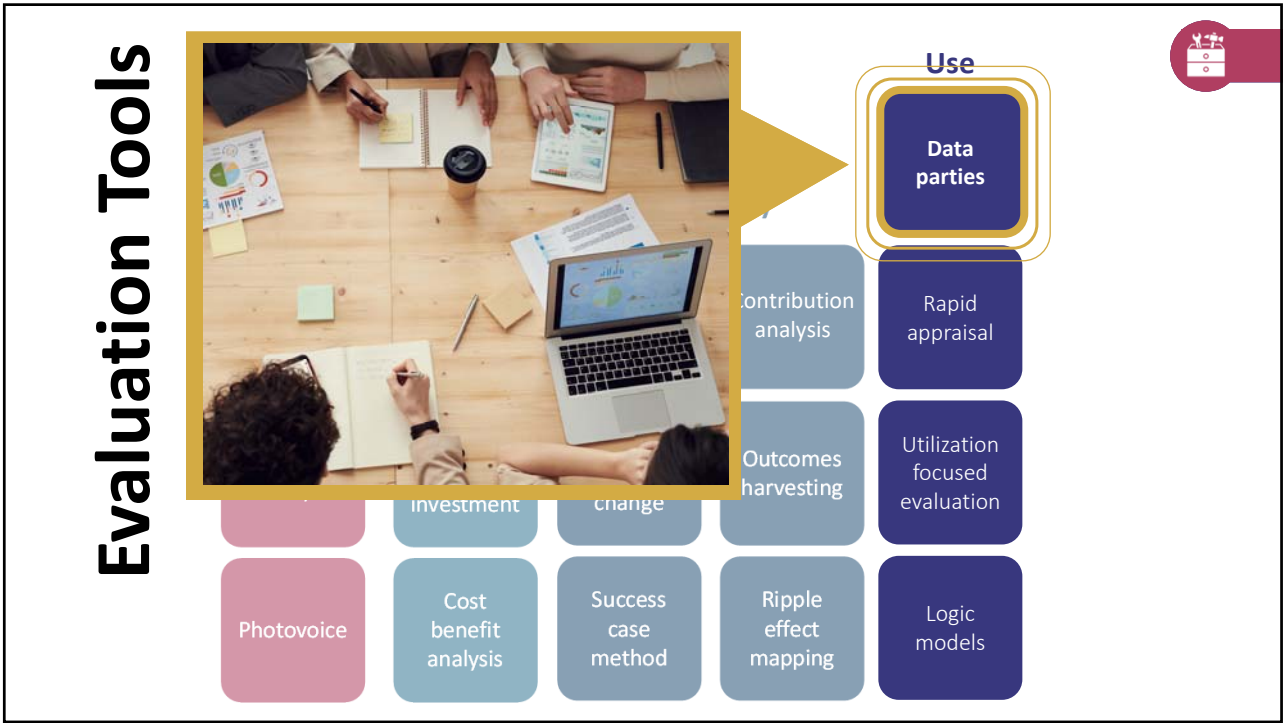
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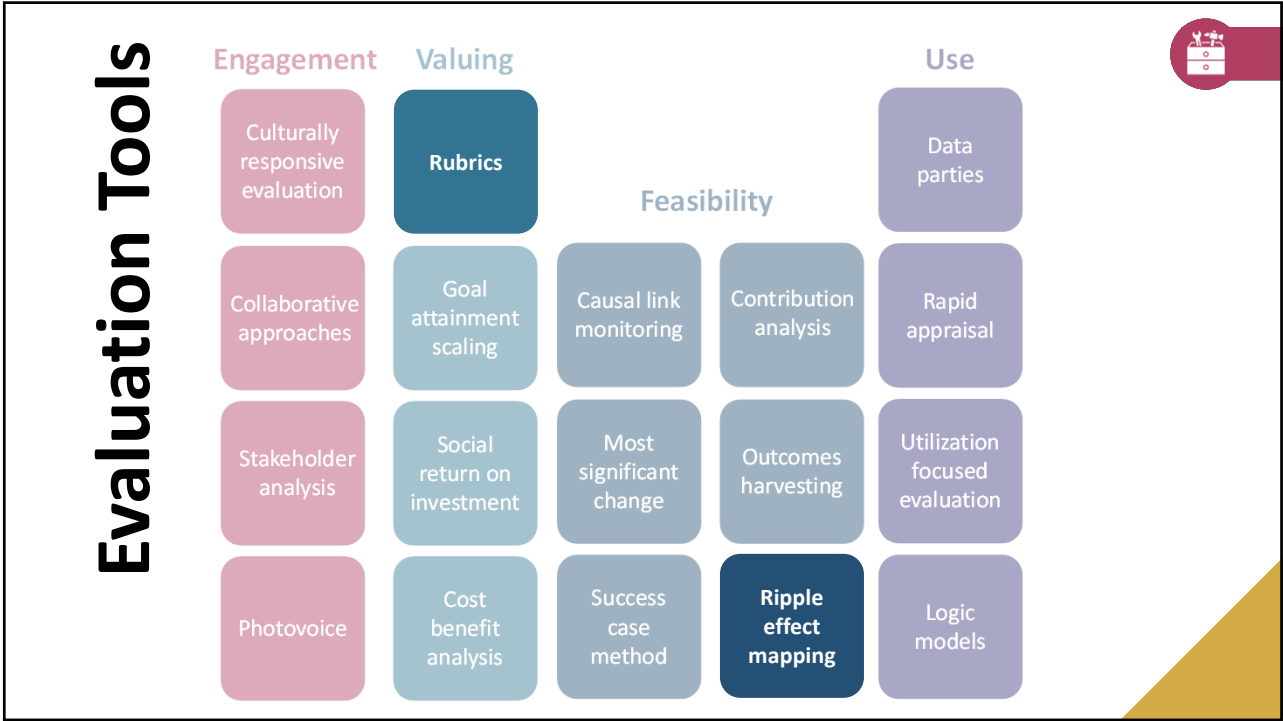
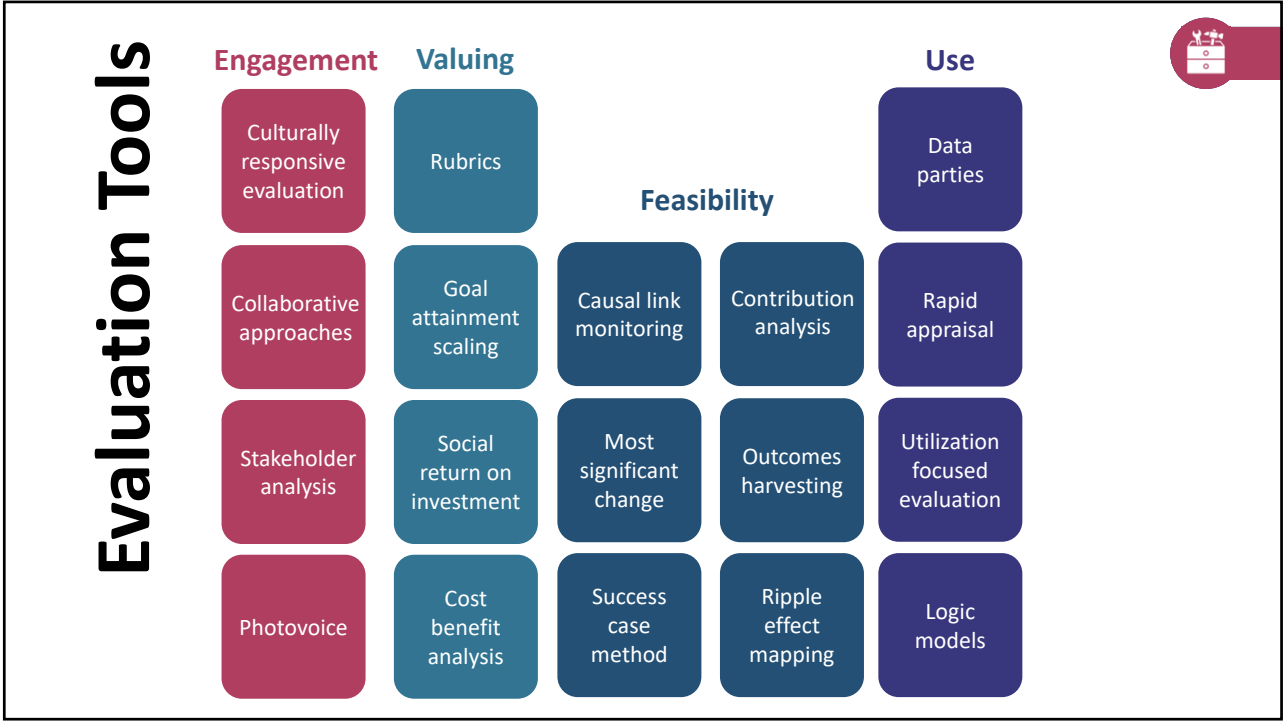
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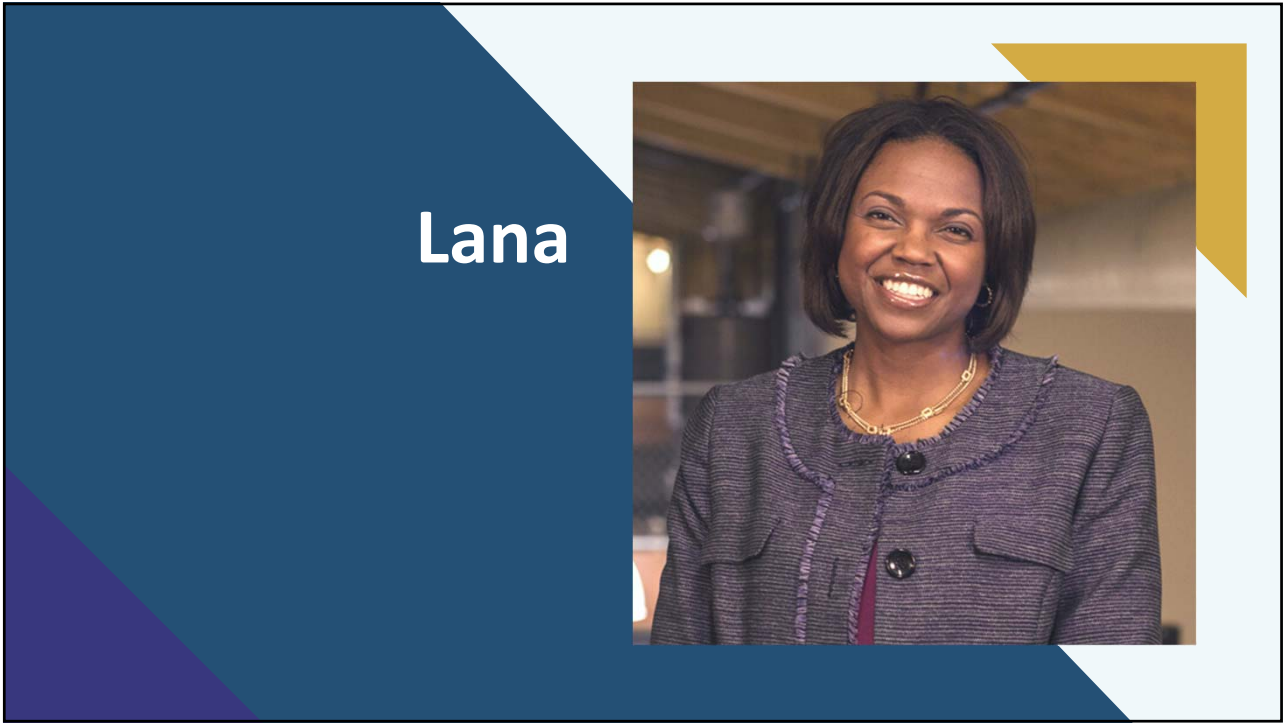


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Rubrics in Evaluation


- Outlines the criteria and different levels of “performance”
- Operationalizes difficult to measure variables
- Catalyzes internal consensus of expectations

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Partnership Rubric: Background



Partnerships are a critical component for projects to achieve outcomes or as an outcome in and of itself.



A review of the literature revealed a dearth of tools that measured industry and educational partnerships that are reflected to the ATE community.



As evaluators we aimed to develop a tool to help track and assess partnership involvement over time.

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Partnership Rubric: Development

Phase I: Initial Articulation

Partner	Program Development Areas							
	Program Design	Curriculum Development	Recruitment	Training	Placement	Program Management	Leveraging Resources	Commitment to Program Sustainability
Partner A	Yes	Yes					Yes	
Partner B	Yes	Yes					Yes	
Partner C	Yes	Yes					Yes	
Partner D	Yes	Yes						
Partner E	Yes	Yes						
Partner F	Yes	Yes					Yes	
Partner G	Yes	Yes					Yes	
Partner H	Yes	Yes					Yes	
Partner I							Yes	
Total - 24								

33

Partnership Rubric: Development

Phase I: Initial Articulation

Partner	Program Development Areas							
	Program Design	Curriculum Development	Recruitment	Training	Placement	Program Management	Leveraging Resources	Commitment to Program Sustainability
Partner A	Yes	Yes					Yes	
Partner B	Yes	Yes					Yes	
Partner C	Yes	Yes					Yes	
Partner D	Yes	Yes						
Partner E	Yes	Yes						
Partner F	Yes	Yes					Yes	
Partner G	Yes	Yes					Yes	
Partner H	Yes	Yes					Yes	
Partner I							Yes	
Total - 24								

Partners Identified

34

Partnership Rubric: Development

Phase I: Initial Articulation

Program Development Areas								
Partner	Program Design	Curriculum Development	Recruitment	Training	Placement	Program Management	Leveraging Resources	Commitment to Program Sustainability
Partner A	Yes	Yes					Yes	
Partner B	Yes	Yes					Yes	
Partner C	Yes	Yes					Yes	
Partner D	Yes	Yes						
Partner E	Yes	Yes						
Partner F	Yes	Yes					Yes	
Partner G	Yes	Yes					Yes	
Partner H	Yes	Yes					Yes	
Partner I							Yes	
Total - 24								

Nature of Involvement

35

Partnership Rubric: Development

Phase I: Initial Articulation

Program Development Areas								
Partner	Program Design	Curriculum Development	Recruitment	Training	Placement	Program Management	Leveraging Resources	Commitment to Program Sustainability
Partner A	Yes	Yes					Yes	
Partner B	Yes	Yes					Yes	
Partner C	Yes	Yes					Yes	
Partner D	Yes	Yes						
Partner E	Yes	Yes						
Partner F	Yes	Yes					Yes	
Partner G	Yes	Yes					Yes	
Partner H	Yes	Yes					Yes	
Partner I							Yes	
Total - 24								

Yes/No Involvement

36

Partnership Rubric: Development

Phase I: Initial Articulation


Program Development Areas								
Partner	Program Design	Curriculum Development	Recruitment	Training	Placement	Program Management	Leveraging Resources	Commitment to Program Sustainability
Partner A	Yes	Yes					Yes	
Partner B	Yes	Yes					Yes	
Partner C	Yes	Yes					Yes	
Partner D	Yes	Yes						
Partner E	Yes	Yes						
Partner F	Yes	Yes					Yes	
Partner G	Yes	Yes					Yes	
Partner H	Yes	Yes					Yes	
Partner I							Yes	
								Total - 24

Partnership Involvement Score

37


Partnership Rubric: Development

Phase II: Rubric Validation




Education + Industry
Working Partners
Project & Workshops

NSF ATE DUE #1501176;
DUE #1931215



Engaged in feedback sessions with project team members and evaluators.



Incorporated feedback into the Partnership Rubric.

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Slides available at:
<https://evalu-ate.org/webinar/september22>

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Partnership Rubric: Development

Phase II: Rubric Validation

Industry Partner Involvement Assessment Rubric/Dashboard

THE RUCKS GROUP LLC

Legend

Color	Points
Not Applicable	N/A
Far below Agreed Upon involvement	0
Below Agreed Upon involvement	1
At or above Agreed Upon involvement	2

YEAR 1

Partner	Partnership Models							Partner Scores
	Advisory Board	Curricular Development / Review	Faculty Professional Development	Incubation / Entrepreneurship	Instructional Support	Program Support	Sponsored Research	
Partner A								
Partner B								
Partner C								
Partner D								
Partner E								
Score per model								0%

Global score

partner, model scores = sum of points / possible points | **global score** = partner score / number of partners

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Partnership Rubric Development

Phase II: Rubric Validation

Industry Partner Involvement Assessment Rubric/Dashboard

THE RUCKS GROUP LLC

Legend

Color	Points
Not Applicable	N/A
Far below Agreed Upon involvement	0
Below Agreed Upon involvement	1
At or above Agreed Upon involvement	2

YEAR 1

Partner	Partnership Models							Partner Scores
	Advisory Board	Curricular Development / Review	Faculty Professional Development	Incubation / Entrepreneurship	Instructional Support	Program Support	Sponsored Research	
Partner A								
Partner B								
Partner C								
Partner D								
Partner E								
Score per model								0%

Global score

partner, model scores = sum of points / possible points | **global score** = partner score / number of partners

40

Partnership Models

Partnership Rubric Development
Phase II: Rubric Validation

THE RUCKS GROUP LLC

Legend

Color

Points

Not Applicable

Far below Agreed Upon involvement

Below Agreed Upon involvement

At or above Agreed Upon involvement

N/A

0

1

2

Education + Industry
Working Partners
Project & Workshops

YEAR 1

Partnership Models

Partner

Partner A

Partner B

Partner C

Partner D

Partner E

Score per model

0%

Global score

Advisory Board

Curricular Development / Review

Faculty Professional Development

Incubation / Entrepreneurship

Instructional Support

Program Support

Sponsored Research

Workplace-based Learning

partner, model scores = sum of points / possible points

global score = partner score / number of partners

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Added Variation of Involvement

Partnership Rubric Development
Phase II: Rubric Validation

THE RUCKS GROUP LLC

Legend

Color

Points

Not Applicable

Far below Agreed Upon involvement

Below Agreed Upon involvement

At or above Agreed Upon involvement

N/A

0

1

2

Education + Industry
Working Partners
Project & Workshops

YEAR 1

Partnership Models

Partner

Partner A

Partner B

Partner C

Partner D

Partner E

Score per model

0%

Global score

Advisory Board

Curricular Development / Review

Faculty Professional Development

Incubation / Entrepreneurship

Instructional Support

Program Support

Sponsored Research

Workplace-based Learning

partner, model scores = sum of points / possible points

global score = partner score / number of partners

42

Partnership Rubric Development

Phase II: Rubric Validation

Industry Partner Involvement Assessment Rubric/Dashboard

THE RUCKS GROUP LLC

Legend

Color	Points
Not Applicable	N/A
Far below Agreed Upon involvement	0
Below Agreed Upon involvement	1
At or above Agreed Upon involvement	2

Education + Industry Working Partners Project & Workshops

YEAR 1

Partner	Partnership Models								Partner Scores
	Advisory Board	Curricular Development / Review	Faculty Professional Development	Incubation / Entrepreneurship	Instructional Support	Program Support	Sponsored Research	Workplace-based Learning	
Partner A									
Partner B									
Partner C									
Partner D									
Partner E									
Score per model									0%

Global Score

Global score

partner, model scores = sum of points / possible points | **global score** = partner score / number of partners

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Partnership Rubric Development

Phase II: Rubric Validation

Industry Partner Involvement Assessment Rubric/Dashboard

THE RUCKS GROUP LLC

Legend

Color	Points
Not Applicable	N/A
Far below Agreed Upon involvement	0
Below Agreed Upon involvement	1
At or above Agreed Upon involvement	2

Education + Industry Working Partners Project & Workshops

YEAR 1

Partner	Partnership Models								Partner Scores
	Advisory Board	Curricular Development / Review	Faculty Professional Development	Incubation / Entrepreneurship	Instructional Support	Program Support	Sponsored Research	Workplace-based Learning	
Partner A									
Partner B									
Partner C									
Partner D									
Partner E									
Score per model									0%

Partner Score

Global score

partner, model scores = sum of points / possible points | **global score** = partner score / number of partners

44

Partnership Rubric Development

Phase II: Rubric Validation

THE RUCKS GROUP LLC

Legend

Color	Points
Not Applicable	N/A
Far below Agreed Upon involvement	0
Below Agreed Upon involvement	1
At or above Agreed Upon involvement	2

YEAR 1

Partnership Models

Partner	Advisory Board	Curricular Development/Review	Faculty Professional Development	Incubation/Entrepreneurship	Instructional Support	Program Support	Sponsored Research	Workplace-based Learning	Partner Scores
Partner A									
Partner B									
Partner C									
Partner D									
Partner E									
Score per model									0%

Global score

Model Score

45

Partnership Rubric

Example: Auto Technician Project

THE RUCKS GROUP LLC

Legend

Color	Points
Not Applicable	N/A
Far below Agreed Upon involvement	0
Below Agreed Upon involvement	1
At or above Agreed Upon involvement	2

YEAR 1

Partnership Models

Partner	Advisory Board	Curricular Development/Review	Faculty Professional Development	Incubation/Entrepreneurship	Instructional Support	Program Support	Sponsored Research	Workplace-based Learning	Partner Scores
Fitz Auto Group									90%
Moss Dealership									70%
Wylar Ford of Ash									30%
Honda Motorcars									50%
Regional Workforce Commission									50%
Score per model	50%	50%			67%	60%		70%	58%

Global Score

46

Partnership Rubric

Example: Auto Technician Project

Industry Partner Involvement Assessment Rubric/Dashboard

THE RUCKS GROUP LLC

Legend

Color	Points
Not Applicable	N/A
Far below Agreed Upon involvement	0
Below Agreed Upon involvement	1
At or above Agreed Upon involvement	2

YEAR 1

Partner	Partnership Models								Partner Scores
	Advisory Board	Curricular Development / Review	Faculty Professional Development	Incubation / Entrepreneurship	Instructional Support	Program Support	Sponsored Research	Workplace-based Learning	
Fitz Auto Group	2	2	2	2	2	2	2	2	90%
Moss Dealership	1	1	1	1	1	1	1	1	70%
Wyler Ford of Ash	0	0	0	0	0	0	0	0	30%
Honda Motorcars	1	1	1	1	1	1	1	1	50%
Regional Workforce Commission	1	1	1	1	1	1	1	1	50%
Score per model	50%	50%	67%	60%	70%				58%

Global score

Model Score

47

Partnership Rubric

Example: Auto Technician Project

Industry Partner Involvement Assessment Rubric/Dashboard

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Legend

Color	Points
Not Applicable	N/A
Far below Agreed Upon involvement	0
Below Agreed Upon involvement	1
At or above Agreed Upon involvement	2

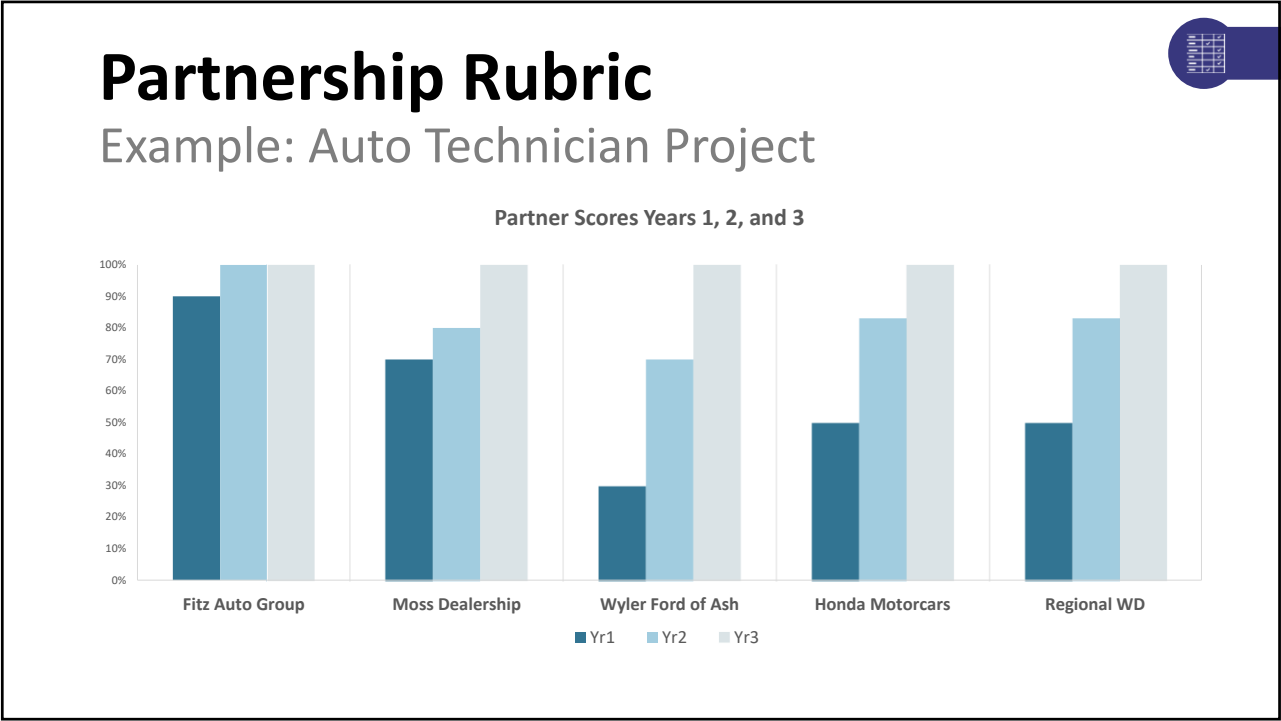
YEAR 1

Partner	Partnership Models								Partner Scores
	Advisory Board	Curricular Development / Review	Faculty Professional Development	Incubation / Entrepreneurship	Instructional Support	Program Support	Sponsored Research	Workplace-based Learning	
Fitz Auto Group	2	2	2	2	2	2	2	2	90%
Moss Dealership	1	1	1	1	1	1	1	1	70%
Wyler Ford of Ash	0	0	0	0	0	0	0	0	30%
Honda Motorcars	1	1	1	1	1	1	1	1	50%
Regional Workforce Commission	1	1	1	1	1	1	1	1	50%
Score per model	50%	50%	67%	60%	70%				58%

Global score

Partner Score

48



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Resources

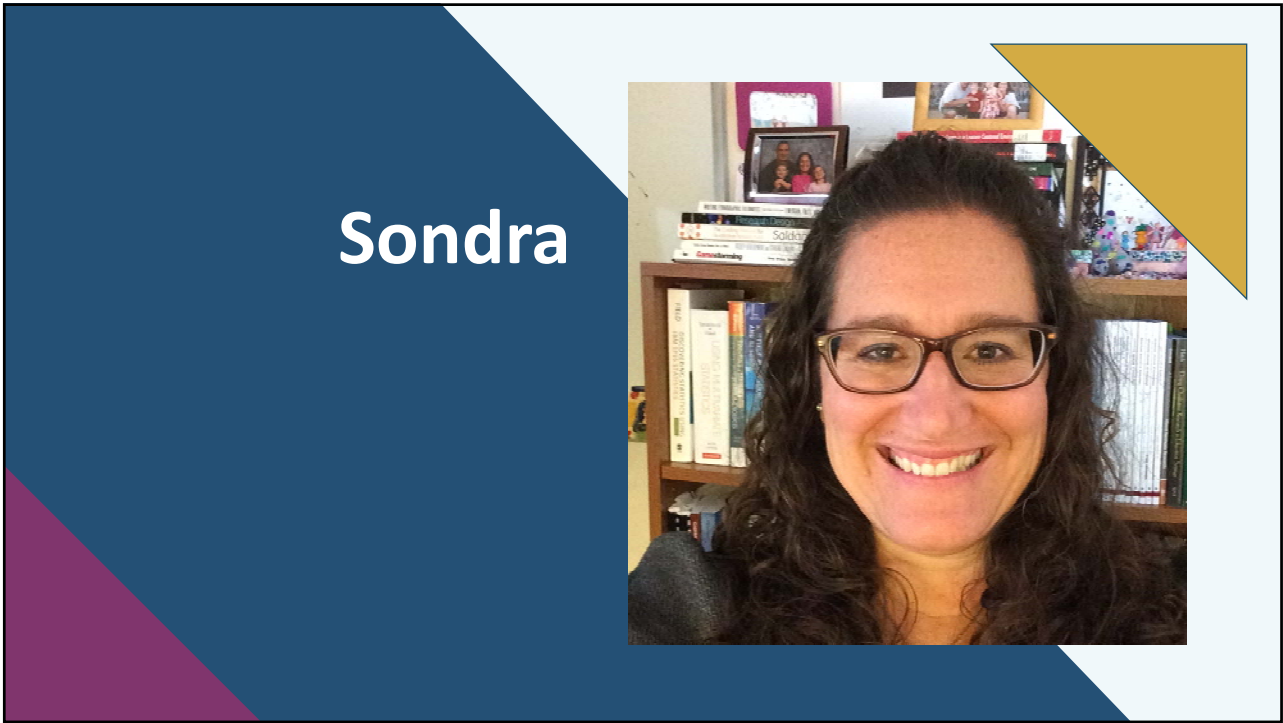
THE RUCKS GROUP LLC
therucksgroup.com/tools/

Education + Industry
Working Partners
Project & Workshops
workingpartnersproject.org
NSF ATE DUE #1931215

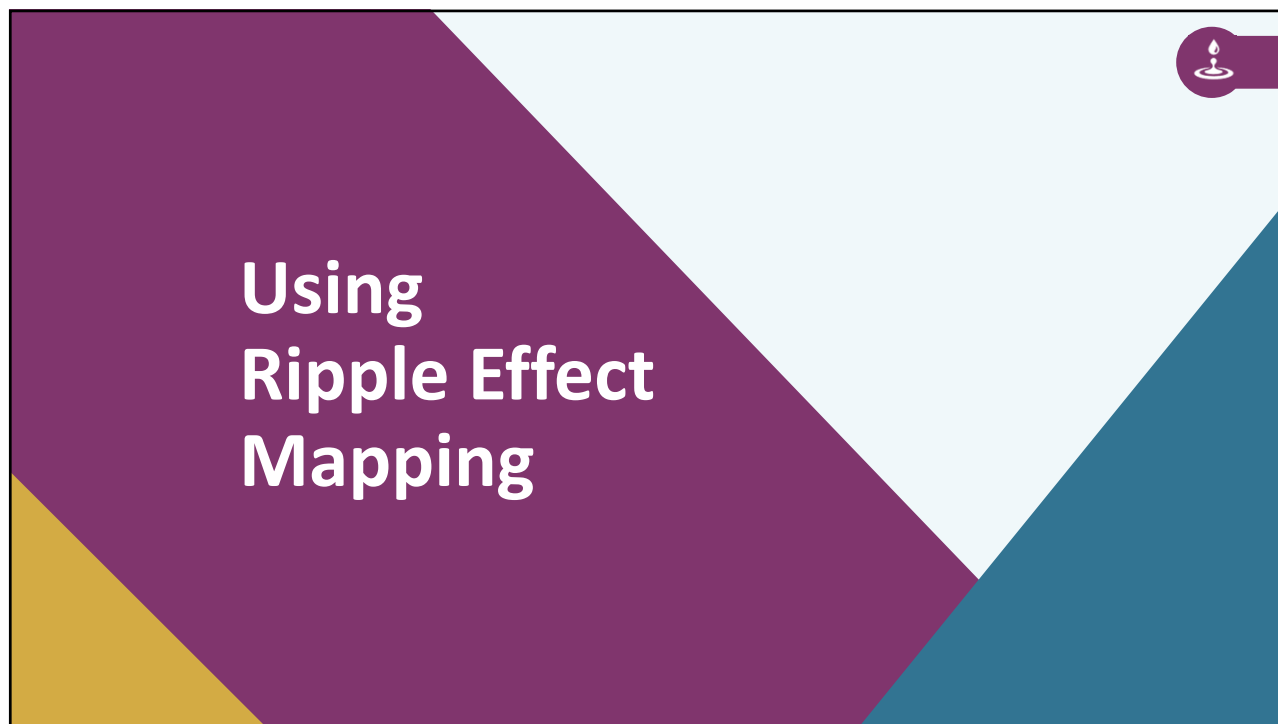
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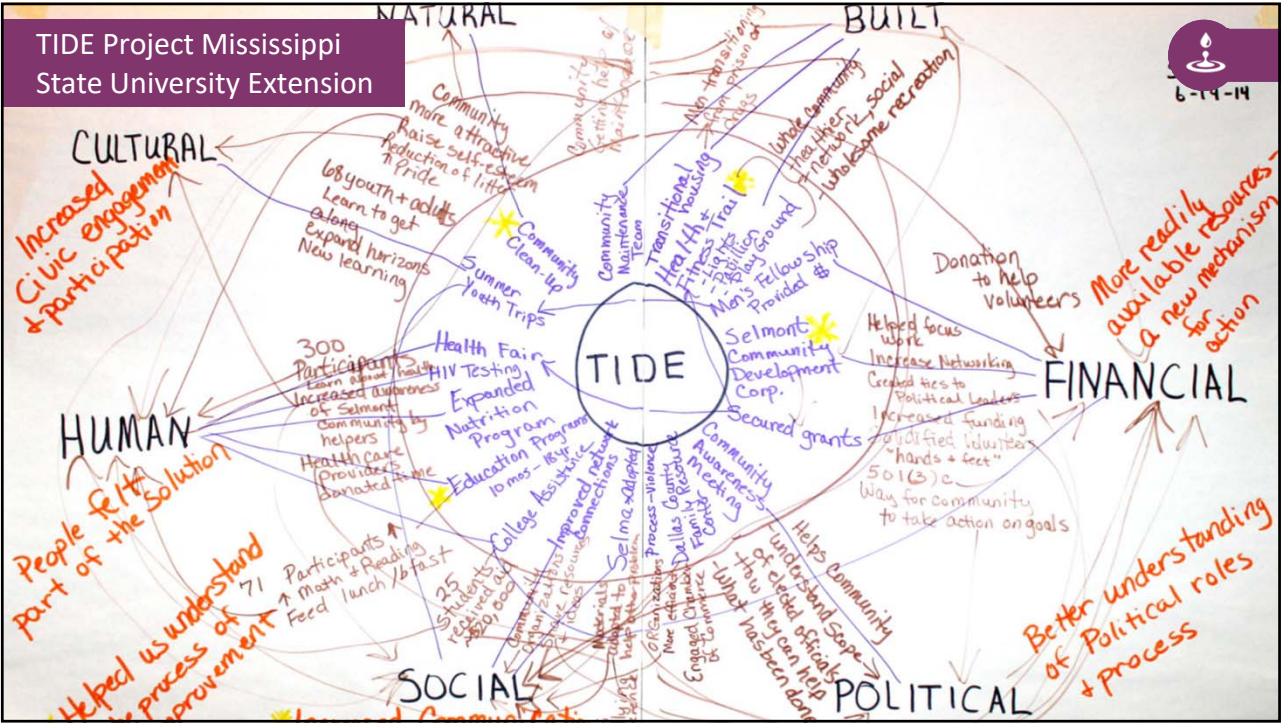
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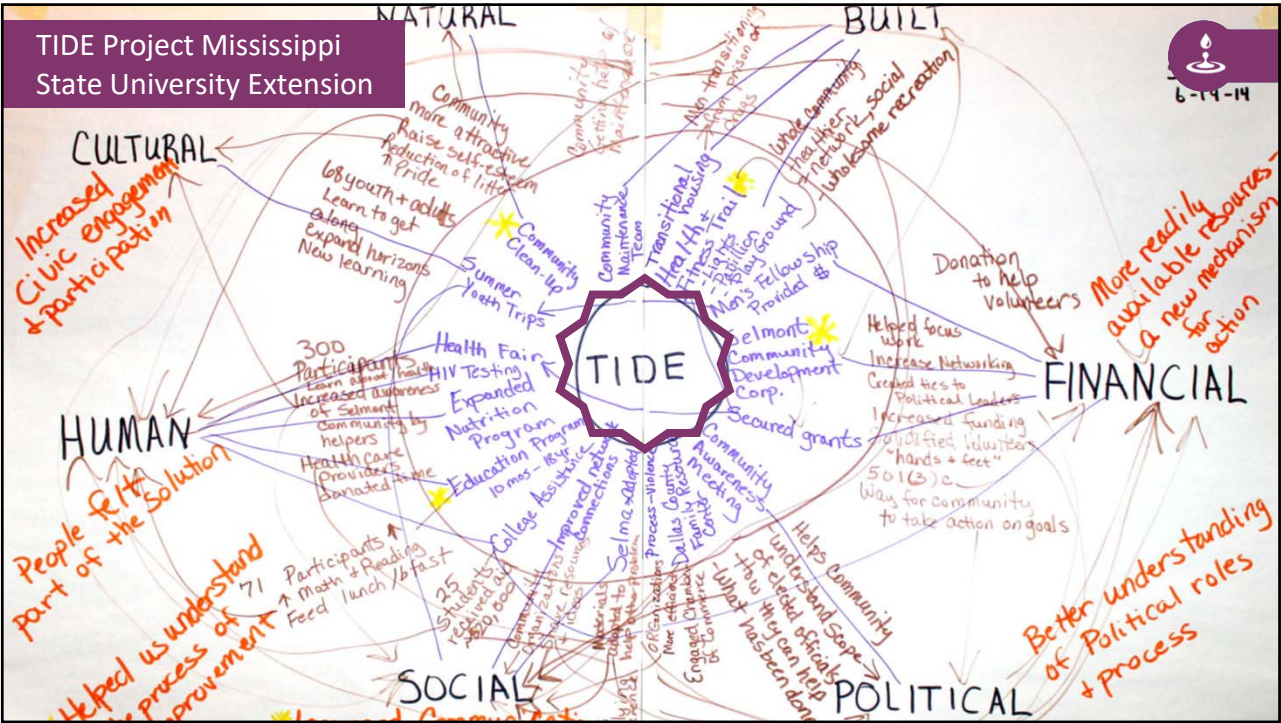
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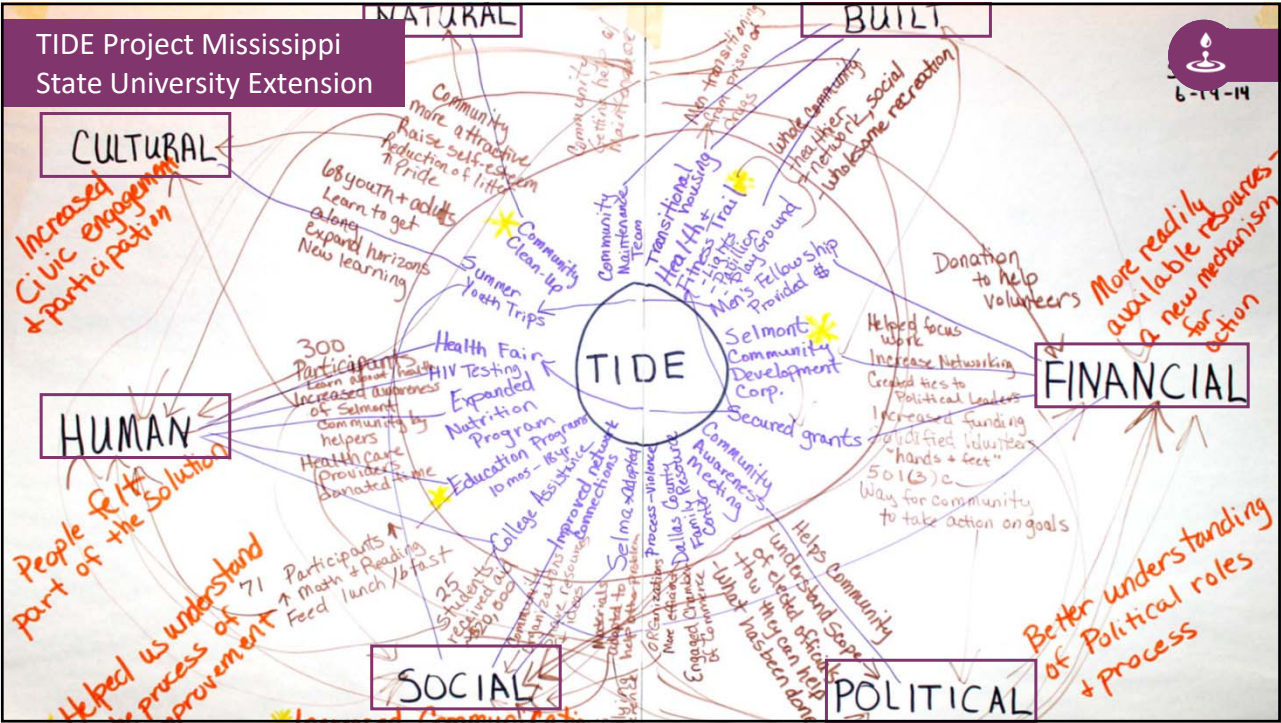
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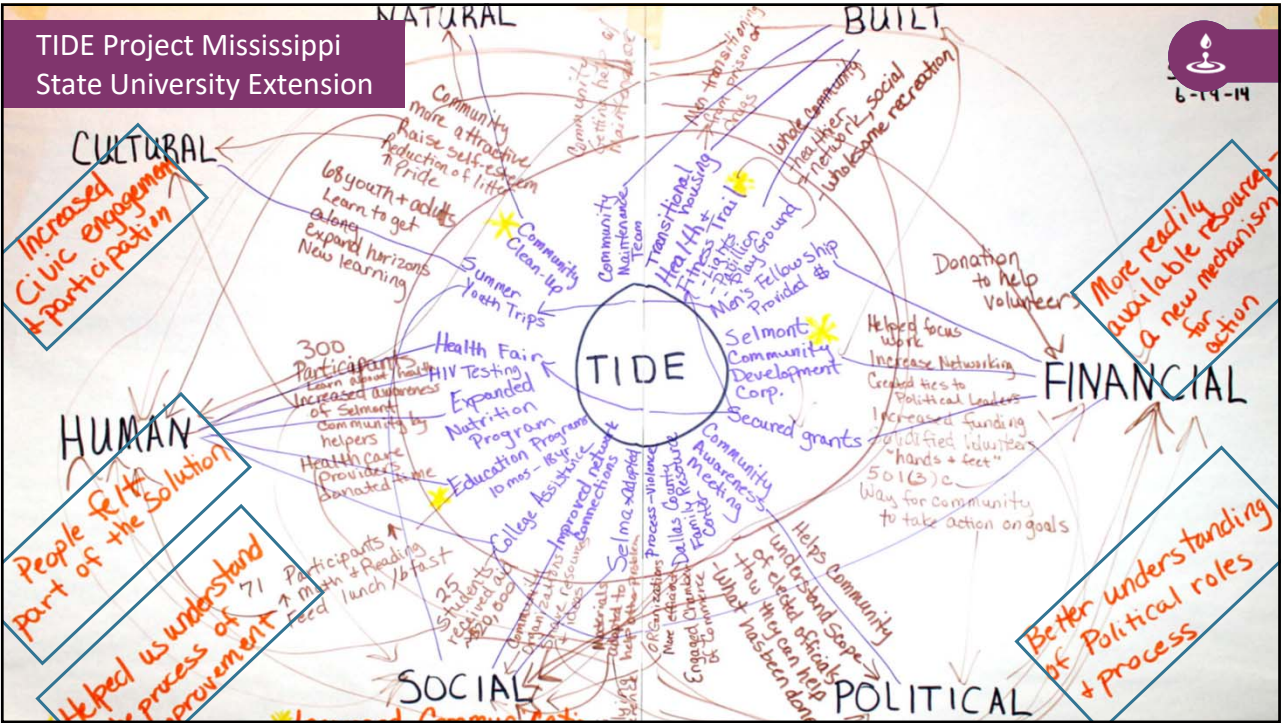
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REM for measuring the broader impacts and unintended outcomes

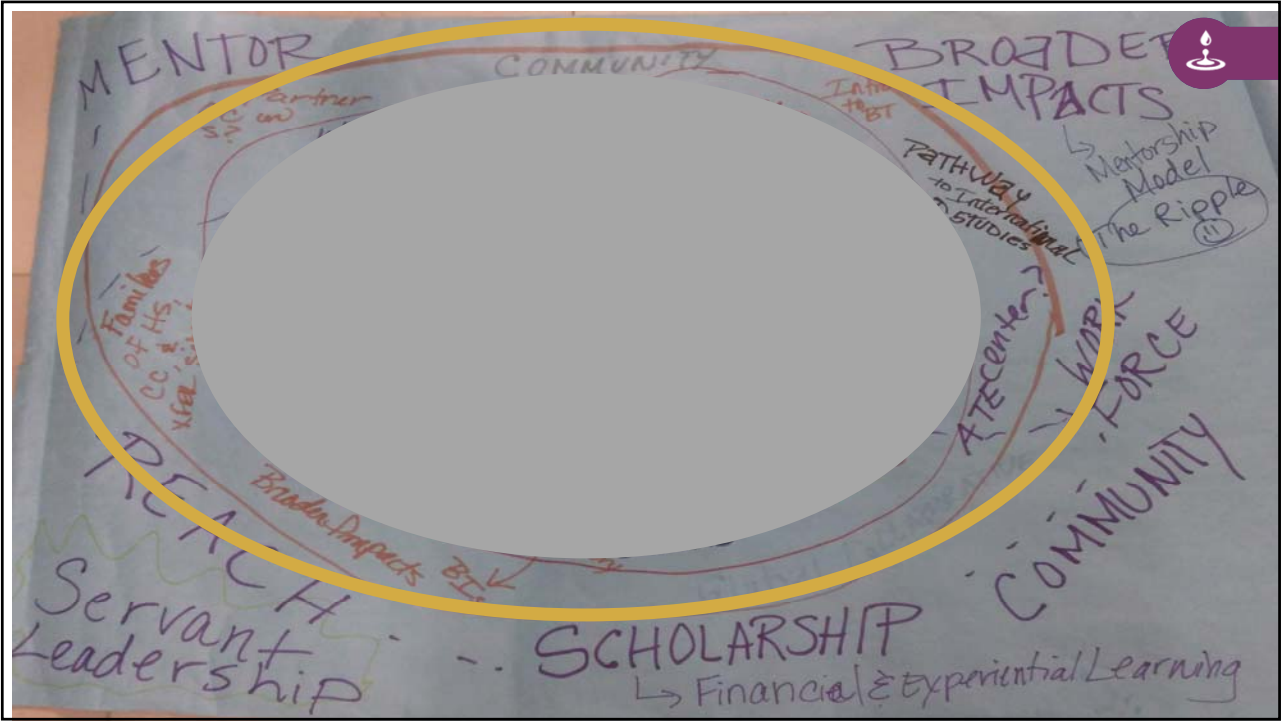
Adaptation of NSF ATE Bio Technology Program

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Adaptation of NSF ATE Bio Technology Program

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**REM to
evaluate
alignment of
program to
workforce**



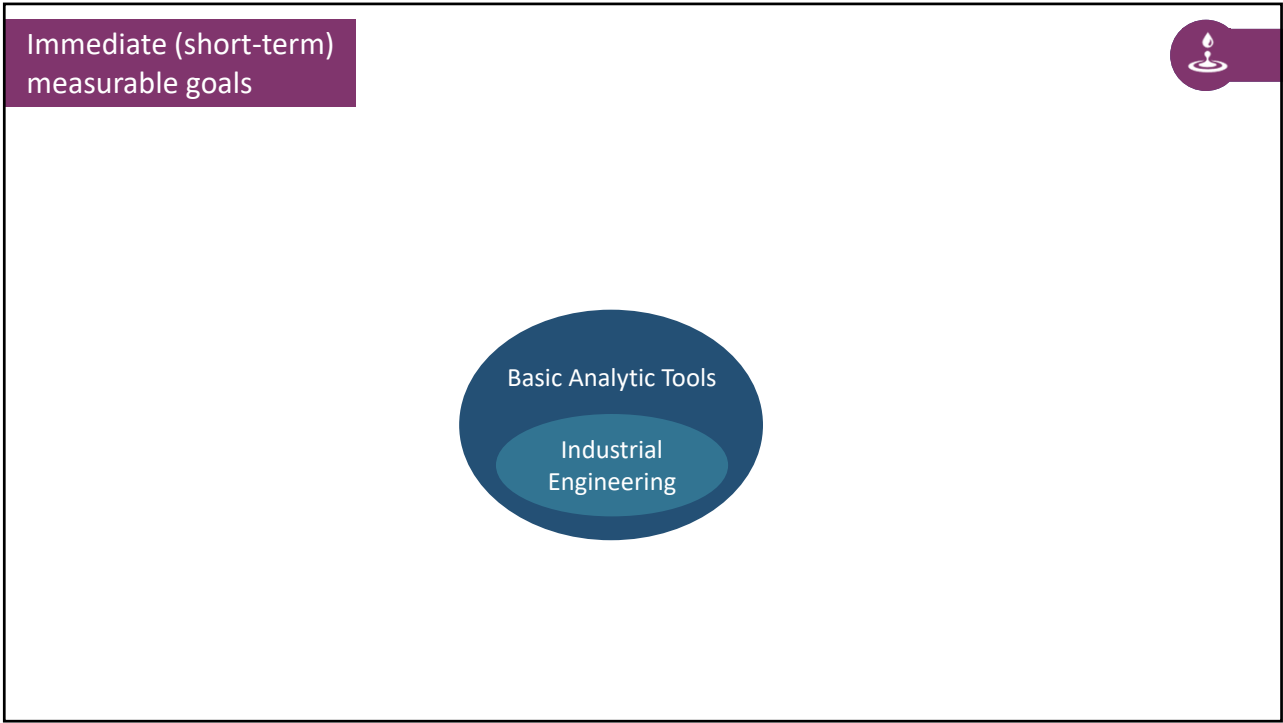
Industrial Systems Engineering REM (2017)

65

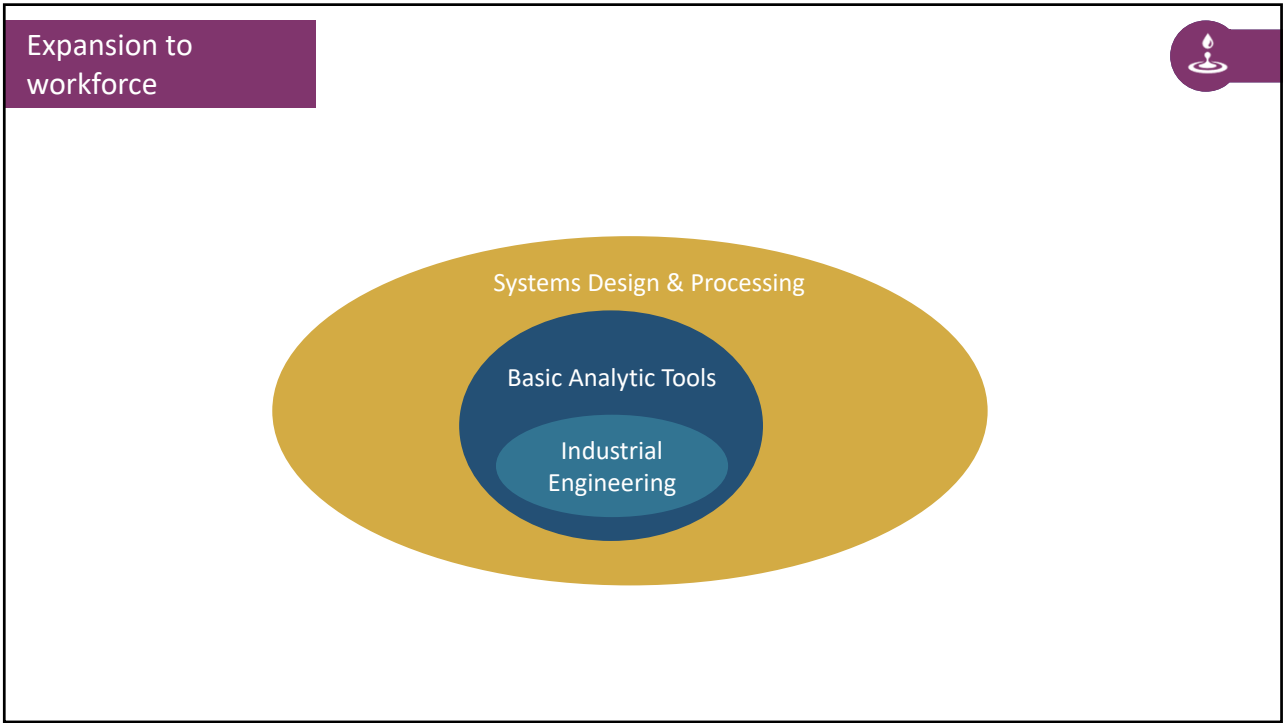
Getting started with
Ripple Effect Mapping



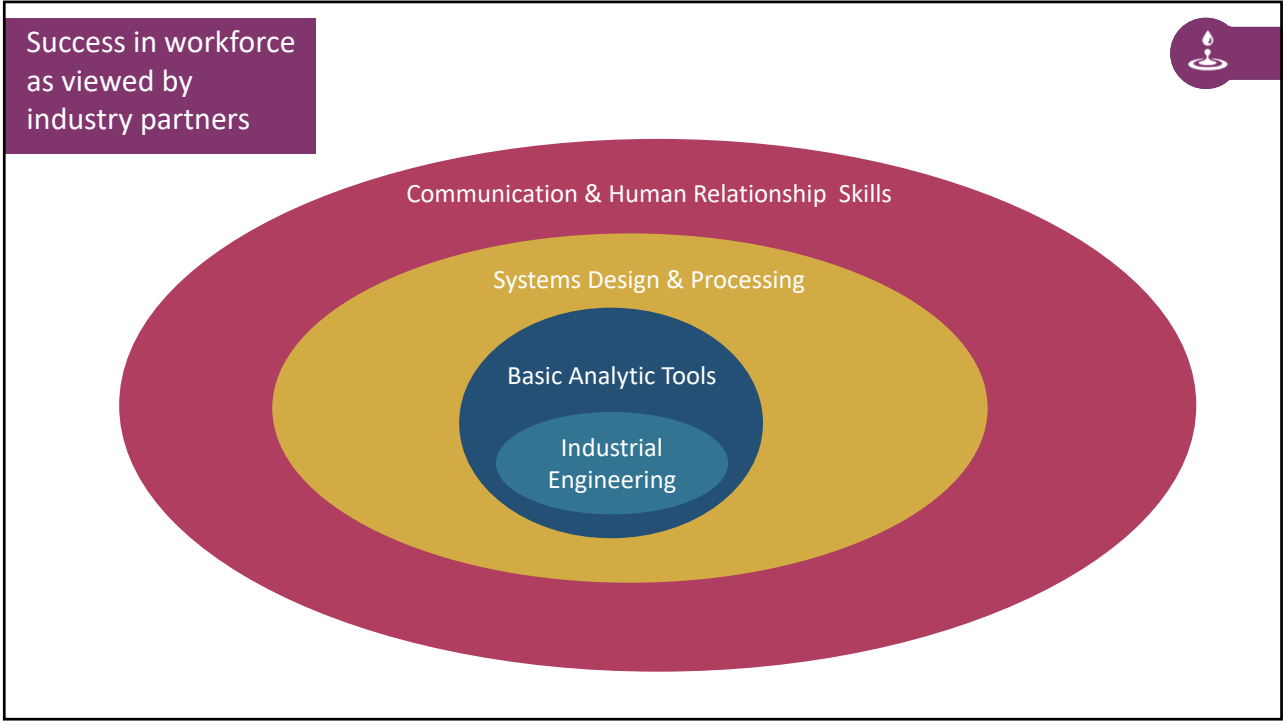
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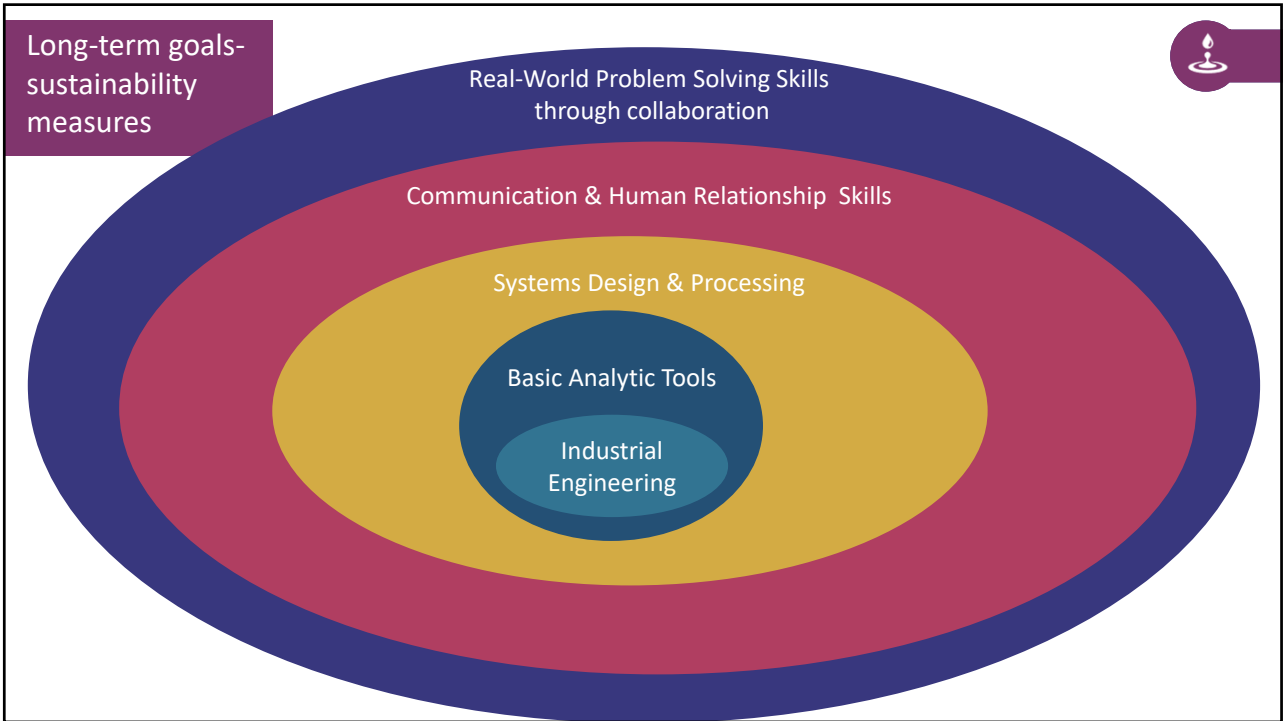
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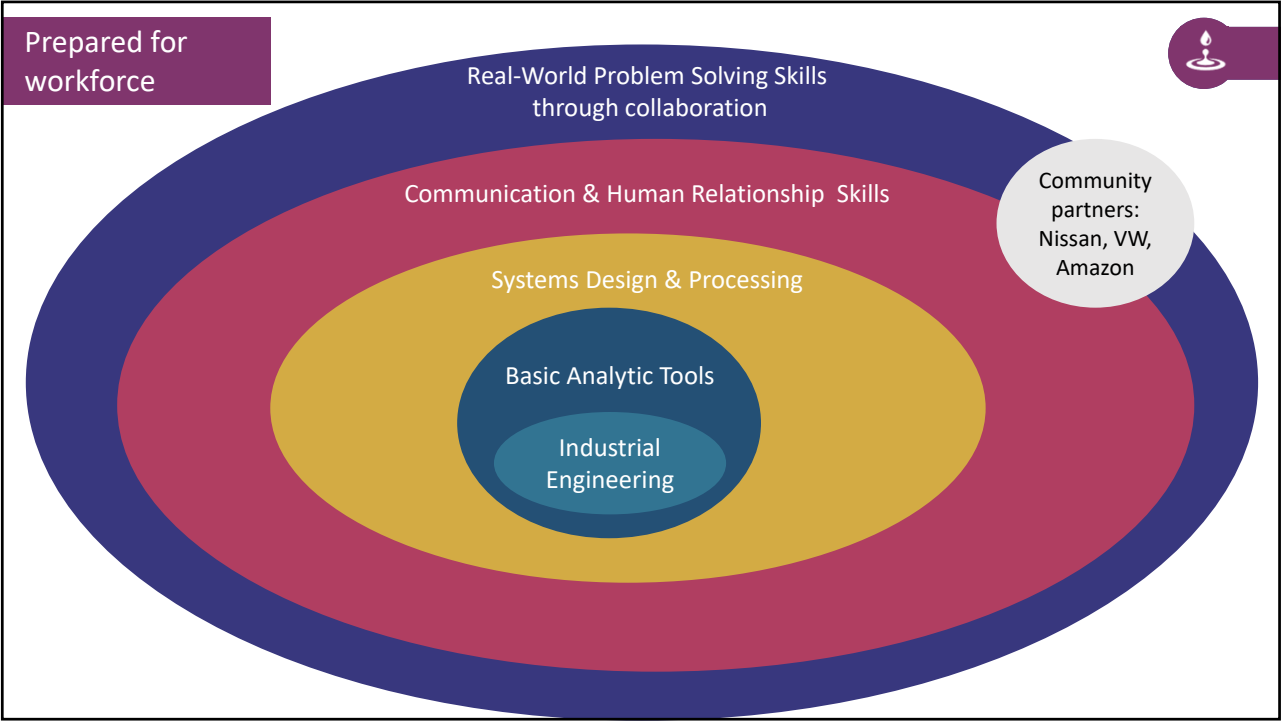
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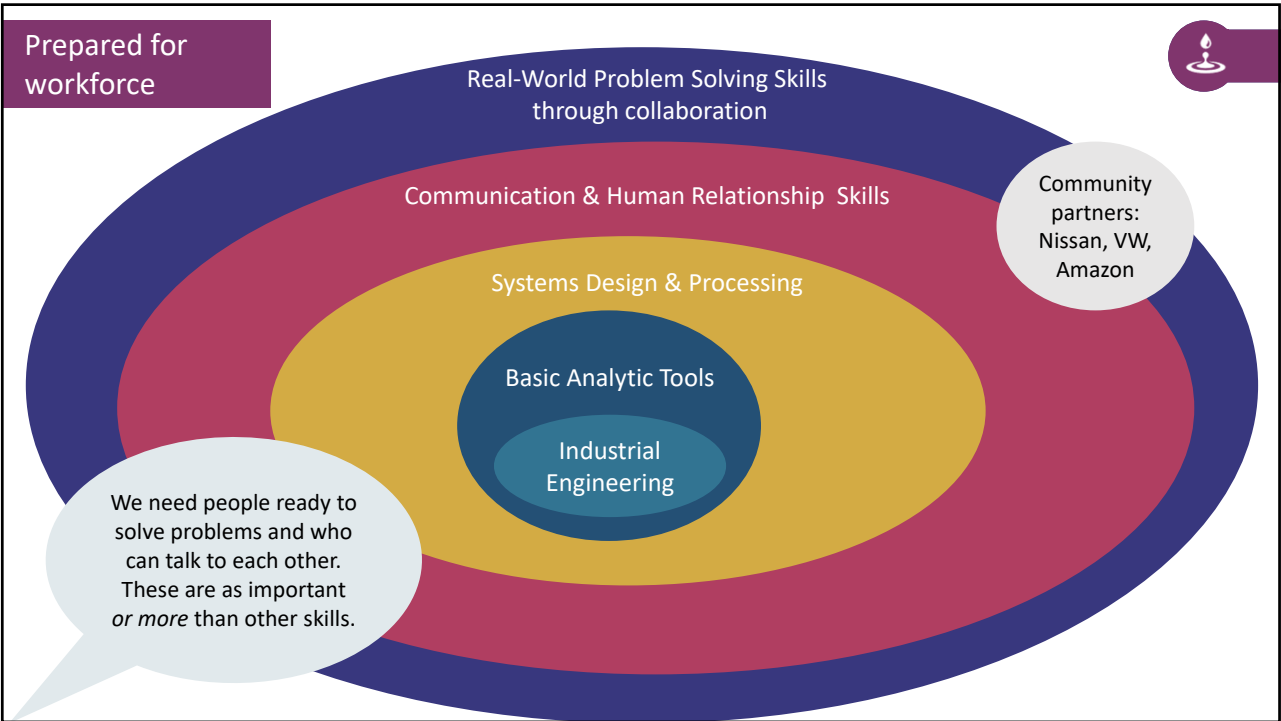
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REM for iterative changes to programs (Virtual Setting)

Recruitment

Gr.2-Recruit a UC class that values inclusion and expands the proportions of under-represented populations.

Gr.3-Attract, retain, and graduate increasing numbers of BIPOC students and those from varied ethnic traditions and with varied abilities.

Gr.3-Identify and remedy factors contributing to the underrepresentation of minorities in agriculture disciplines.

Gr.1-Provide career development mentoring opportunities for BIPOC graduate, undergraduate, and professional students.

Gr.1-Create and maintain a welcoming, inclusive environment for other under-represented groups of students including LGBTQ, differently-abled, and those from non-majority ethnic and cultural backgrounds.

Gr.1-Collaborate with Enrollment Management to attract and retain more BIPOC undergraduate students.

Gr.2-Recruit and retain a graduate student class that values inclusion and expand the proportions of students from HUPs.

Gr.3-Increase the visibility of our undergraduate and graduate programs to attract under-represented students.

Gr.3-Motivate and support the hiring of CTA from underrepresented groups.

Assessment: Survey on perception of the college by prospective students.

Transition

Gr.2-Expand support of UCs from HUPs to improve academic and professional success.

Gr.1-Create and maintain a welcoming, inclusive environment for other under-represented groups of students including LGBTQ, differently-abled, and those from non-majority ethnic and cultural backgrounds.

Gr.1-Provide career development mentoring opportunities for BIPOC graduate, undergraduate, and professional students.

Gr.3-Increase engagement and activity of MANRRS among underrepresented students at both the graduate and undergraduate levels.

Gr.1-Collaborate with Enrollment Management to attract and retain more BIPOC undergraduate students.

Gr.3-Identify and remedy factors contributing to the underrepresentation of minorities in agriculture disciplines.

Assessment: Survey following events to assess success of participants (and non-participants) over time.

Retention

practices we connecting UTK/TCE networks to networks with external research centers (NSF Engineering Research Center, UW-Do IT), & institutions nationwide learn what works & adapt/adopt to develop effective &

Gr.3-Attract, retain, and graduate increasing numbers of BIPOC students and those from varied ethnic traditions and with varied abilities.

Gr.1-Collaborate with Enrollment Management to attract and retain more BIPOC undergraduate students.

Gr.2-Recruit and retain a graduate student class that values inclusion and expand the proportions of students from HUPs.

Gr.3-Provide career development mentoring opportunities for BIPOC graduate, undergraduate, and professional students.

Gr.2-Expand support of UCs from HUPs to improve academic and professional success.

Gr.3-Identify and remedy factors contributing to the underrepresentation of minorities in agriculture disciplines.

Gr.3-Increase engagement and activity of MANRRS among underrepresented students at both the graduate and undergraduate levels.

Assessment: Quantitative reporting on demographics over time.

NSF INCLUDES Alliance –Goal 3-- 2021)

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REM for iterative changes to programs (Virtual Setting)

Recruitment

Gr.2-Recruit a UC class that values inclusion and expands the proportions of under-represented populations.

Gr.3-Attract, retain, and graduate increasing numbers of BIPOC students and those from varied ethnic traditions and with varied abilities.

Gr.3-Identify and remedy factors contributing to the underrepresentation of minorities in agriculture disciplines.

Gr.1-Provide career development mentoring opportunities for BIPOC graduate, undergraduate, and professional students.

Gr.1-Create and maintain a welcoming, inclusive environment for other under-represented groups of students including LGBTQ, differently-abled, and those from non-majority ethnic and cultural backgrounds.

Gr.1-Collaborate with Enrollment Management to attract and retain more BIPOC undergraduate students.

Gr.2-Recruit and retain a graduate student class that values inclusion and expand the proportions of students from HUPs.

Gr.3-Increase the visibility of our undergraduate and graduate programs to attract under-represented students.

Gr.3-Motivate and support the hiring of CTA from underrepresented groups.

Assessment: Survey on perception of the college by prospective students.

Transition

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Gr.1-Create and maintain a welcoming, inclusive environment for other under-represented groups of students including LGBTQ, differently-abled, and those from non-majority ethnic and cultural backgrounds.

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Gr.3-Increase engagement and activity of MANRRS among underrepresented students at both the graduate and undergraduate levels.

Gr.1-Collaborate with Enrollment Management to attract and retain more BIPOC undergraduate students.

Gr.3-Identify and remedy factors contributing to the underrepresentation of minorities in agriculture disciplines.

Assessment: Survey following events to assess success of participants (and non-participants) over time.

Retention

practices we connecting UTK/TCE networks to networks with external research centers (NSF Engineering Research Center, UW-Do IT), & institutions nationwide learn what works & adapt/adopt to develop effective &

Gr.3-Attract, retain, and graduate increasing numbers of BIPOC students and those from varied ethnic traditions and with varied abilities.

Gr.1-Collaborate with Enrollment Management to attract and retain more BIPOC undergraduate students.

Gr.2-Recruit and retain a graduate student class that values inclusion and expand the proportions of students from HUPs.

Gr.3-Provide career development mentoring opportunities for BIPOC graduate, undergraduate, and professional students.

Gr.2-Expand support of UCs from HUPs to improve academic and professional success.

Gr.3-Identify and remedy factors contributing to the underrepresentation of minorities in agriculture disciplines.

Gr.3-Increase engagement and activity of MANRRS among underrepresented students at both the graduate and undergraduate levels.

Assessment: Quantitative reporting on demographics over time.

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Slides available at:
<https://evalu-ate.org/webinar/september22>

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REM for **iterative** changes to programs (Virtual Setting)

Recruitment

Gr.2-Recruit a UC class that values inclusion and expands the proportions of under-represented populations.

Gr.1-Attract, retain, and graduate increasing numbers of graduates BIPOC students and those from varied ethnic traditions and with varied abilities.

Gr.3-Identify and remedy factors contributing to the underrepresentation of minorities in agriculture disciplines.

Gr.1-Provide career development mentoring opportunities for BIPOC graduate, undergraduate, and professional students.

Gr.1-Create and maintain a welcoming, inclusive environment for other under-represented groups of students including LGBTQ, differently-abled, and those from non-majority ethnic and cultural backgrounds.

Gr.1-Collaborate with Enrollment Management to attract and retain more BIPOC undergraduate students.

Gr.2-Recruit and retain a graduate student class that values inclusion and expand the proportions of students from HUPs.

Gr.3-Increase the visibility of our undergraduate and graduate programs to attract under-represented students.

Assessment: Survey on perception of the college by prospective students

Transition

Gr.2-Expand support of UCs from HUPs to improve academic and professional success.

Gr.1-Provide career development mentoring opportunities for BIPOC graduate, undergraduate, and professional students.

Gr.3-Identify and remedy factors contributing to the underrepresentation of minorities in agriculture disciplines.

Gr.1-Collaborate with Enrollment Management to attract and retain more BIPOC undergraduate students.

Gr.3-Increase engagement and activity of MANRRS among under-represented students at both the graduate and undergraduate levels.

Gr.1-Create and maintain a welcoming, inclusive environment for other under-represented groups of students including LGBTQ, differently-abled, and those from non-majority ethnic and cultural backgrounds.

Assessment: Survey following events to assess success of participants (and non-participants) over time

Retention

practices via connecting UTK/TCE networks to networks with external research centers (NSR Engineering Research Center, UH-Do RL & Institutions nationwide, learn what works & adapt/adapt to develop effective &

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Assessment: Quantitative reporting on demographics over time

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Resources for REM

PROGRAM EVALUATION SERIES

A Field Guide to
Ripple Effects Mapping

Scott Chazdon, Mary Emery, Debra Hansen, Lorie Higgins, and Rebecca Sero

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Slides available at:
<https://evalu-ate.org/webinar/september22>

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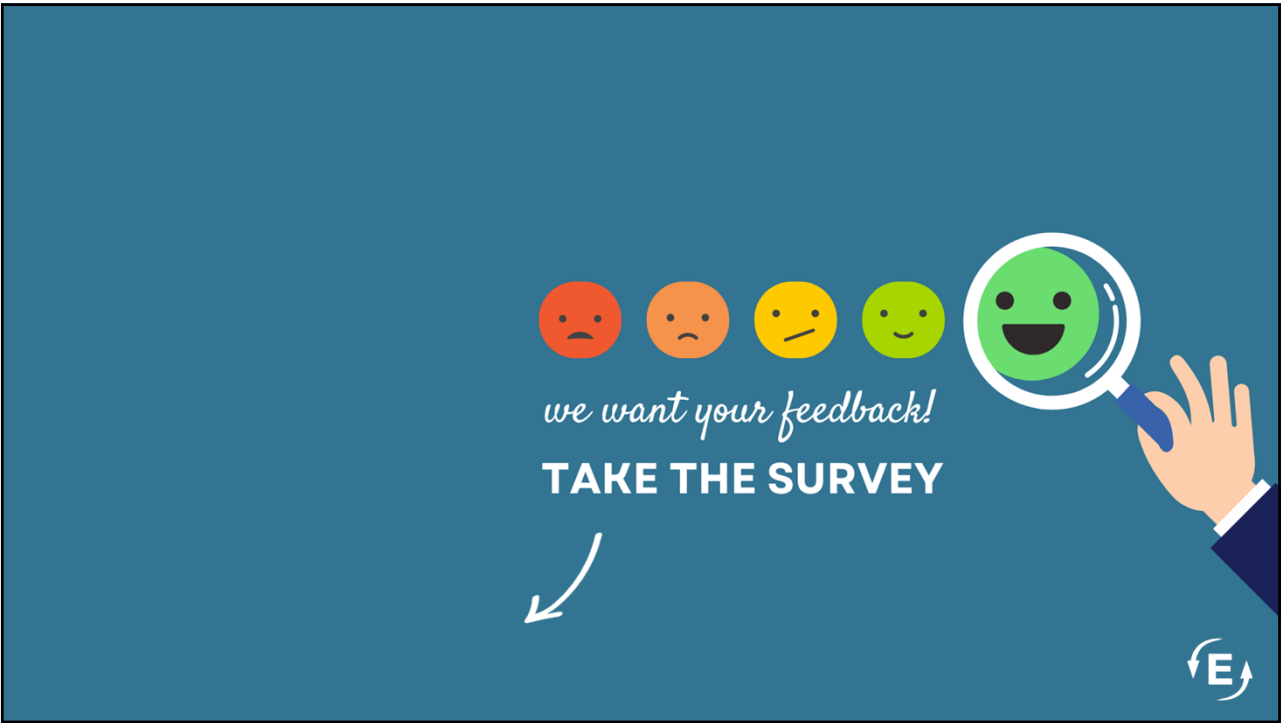
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