Materials

- Slides
- Additional Resources
- Recording

Introductions

Emma Leeburg
Lyssa Wilson Becho

www.evalu-ate.org/webinars/february-21/
WEBINAR:
Evaluation Basics for Non-evaluators

Behind the Scenes

Ana Councell
Lori Wingate
Kelly Robertson
Valerie Marshall

Special Thank You

Elaine Craft
Carolyn Williams-Noren
Emery DeWitt
Advanced Technological Education Program
www.nsf.gov/ate

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Hello

Lyssa
Wilson Becho

Poll Question

Which statement best describes you?
- Already have an ATE grant
- Planning to submit an ATE grant for the first time
- Funded through a different NSF program
- Planning to submit to a different NSF program
- Not involved with NSF

Answer in poll tab
Poll Question

How would you describe your familiarity with evaluation?

- No idea what it is or where to start!
- Have heard of it before, but need some pointers
- Very familiar, here to strengthen my understanding

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.
Intrusive Advising

First-Gen Student Services

Virtual Tech Prep Course
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?

Who can do it?

How much does it cost?

Why do it?

Where does it go in a proposal?
What is Evaluation?

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

e·val·u·a·tion
: determination of the value, nature, character, or quality of something or someone

Image source: expertcytometry.com

What is evaluation?

It’s a Fan!

It’s a Spear!

It’s a Snake!

It’s a Wall!

It’s a Tree!

It’s a Rope!
**What is evaluation?**

1. Ask important questions about a project’s processes and outcomes.
What is evaluation?

1. Ask important questions about a project’s processes and outcomes.

2. Gather evidence that will help answer those questions.

3. Interpret data and answer the evaluation questions.
What is evaluation?

1. Ask important questions about a project’s processes and outcomes.

2. Gather evidence that will help answer those questions.

3. Interpret data and answer the evaluation questions.

4. Use and report results for accountability, improvement, and planning.

EVALUATION
What is evaluation?

1. Ask important questions
   • Goal achievement
   • Implementation
   • Outcomes
   • Sustainability

2. Gather evidence
   • Research methods
   • Institutional data
   • Course evaluations
   • Expert feedback

3. Interpret data

4. Use and report results
What is evaluation?

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

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

3. Interpret data
   - Strengths and weaknesses
   - Extent, direction, and importance of outcomes

4. Use and report results
   - Improvement
   - Planning
   - Accountability
   - Evidence of capability
   - Build knowledge base

EVALUATION
What is evaluation?

In one word, how are you feeling right now?
What is evaluation?

1. Ask important questions
2. Gather evidence
3. Interpret data
4. Use and report results
WEBINAR: 
Evaluation Basics for Non-evaluators

What is evaluation?

PROJECT LOGIC MODEL

ACTIVITIES | SHORT-TERM OUTCOMES | MID-TERM OUTCOMES | LONG-TERM OUTCOMES
---|---|---|---
Develop and implement virtual Tech Prep course
Develop first-generation student support resources
Develop and implement intrusive advising strategies

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What is evaluation?

**PROJECT LOGIC MODEL**

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>SHORT-TERM OUTCOMES</th>
<th>MID-TERM OUTCOMES</th>
<th>LONG-TERM OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and implement virtual Tech Prep course</td>
<td>Pass rate for technical courses increases</td>
<td>Graduates transfer to STEM programs at four-year colleges</td>
<td>Graduates enter technical workforce</td>
</tr>
<tr>
<td>Develop first-generation student support resources</td>
<td>More students stay enrolled</td>
<td></td>
<td></td>
</tr>
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</tr>
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**SHORT-TERM OUTCOMES**

- Pass rate for technical courses increases

**MID-TERM OUTCOMES**

- More students stay enrolled

**LONG-TERM OUTCOMES**

- Graduates transfer to STEM programs at four-year colleges
- Graduates enter technical workforce

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WEBINAR: Evaluation Basics for Non-evaluators 2/24/2021

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What is evaluation?

1. Ask important questions
2. Gather evidence
3. Interpret data
4. Use and report results
**WEBINAR:**
Evaluation Basics for Non-evaluators

2/24/2021

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**What is evaluation?**

1. **Ask important questions**
2. **Gather evidence**
3. **Interpret data**
4. **Use and report results**

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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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**www.evalu-ate.org/webinars/february-21/**
What is evaluation?

How much does it cost?

Questions

Emma

Lyssa

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How much does it cost?

**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.
WEBINAR: Evaluation Basics for Non-evaluators

Evaluation Budgeting Rule of Thumb:

Dedicate 10% of direct project costs to evaluation.

$ How much does it cost?

How much does it cost?

- Process questions
- Long-term outcomes

$ $$$$
How much does it cost?

<table>
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<th>Process questions</th>
<th>Long-term outcomes</th>
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<td>Quantitative data</td>
<td>Qualitative data</td>
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How much does it cost?

$ - $${$$

Process questions - Long-term outcomes
Existing data - New data
Quantitative data - Qualitative data
Less responsive - More responsive
Less involvement - More involvement

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How much does it cost?

- **$**
  - Process questions
  - Existing data
  - Quantitative data
  - Less responsive
  - Less involvement
  - More internal evaluation
  - Less travel

- **$$**
  - Long-term outcomes
  - New data
  - Qualitative data
  - More responsive
  - More involvement
  - Less internal evaluation
  - More travel
### How much does it cost?

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...
INDEPENDENT EVALUATION IS REQUIRED

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.

Why do it?

Why evaluate?
Why evaluate?

1. Improvement
2. Accountability
3. Evidence

Why do it?

1. Improvement

“The most important purpose of evaluation is not to prove, but to improve.”
**Why do it?**

**1 Improvement**

**PROJECT LOGIC MODEL**

**ACTIVITIES**
- Develop and implement virtual Tech Prep course
- Develop first-generation student support resources
- Develop and implement intrusive advising strategies

**SHORT-TERM OUTCOMES**
- Pass rate for technical courses increases
- More students stay enrolled

**MID-TERM OUTCOMES**
- Students persist in technical programs
- Students graduate with marketable tech credentials

**LONG-TERM OUTCOMES**
- Graduates transfer to STEM programs at four-year colleges
- Graduates enter technical workforce

### Rebranding the 21st Century IT Technician

**Asa Bradley**
Spokane Community College

[www.evalu-ate.org/webinars/february-21/]
In our original plan, we had set aside money for five college students to help us for eight hours during the summer camp.

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.

Why do it?

2 Accountability
why do it? 2  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
Annual reports submitted by principal investigators to NSF:

- Report on goals, activities, objectives, results, outcomes
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Why do it? 2 Accountability

• Use data to justify change in project plans

Why do it? 3 Evidence

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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.
Example A
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Why do it?
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2/24/2021

RESOURCES

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

WEBSITE:
www.evalu-ate.org/webinars/february-21/
Questions

Emma

Lyssa

Who can conduct evaluations?
Who can do it?

**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.

Believe It or Not!
Who can do it?

Believe It or Not!

PROFESSIONAL ASSOCIATIONS

ACADEMIC JOURNALS

PROFESSIONALS

Who can do it?
What to look for in an evaluator

- Experience as an evaluator
- Research skills
- Communication skills
- Understanding of NSF and 2-year-college contexts

Who can do it?

• 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 A

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

Evaluator C

• 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

Poll Question

Which evaluator would you recommend?

Answer in poll tab
Who can do it?

**Evaluator A**
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- M.S., Information technology
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What is your experience with project evaluation?

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

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

What research methods do you have experience with? What is your experience as an external evaluator of grant-funded projects?

Evaluator A
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Who can do it?

RESOURCES

Guide to Finding and Selecting an Evaluator

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Who can do it?

**Project Team**
- Maintain record of participants and partners
- Document project activities and accomplishments

**External Evaluator**
- Plan the evaluation
- Collect data
- Interpret results
- Facilitate use of results
- Develop/select data collection instruments
- Analyze data
- Write reports

Who can do it?

**Project Team**
- Maintain record of participants and partners
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- Plan the evaluation
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- Analyze data
- Write reports
What is evaluation?

Who can do it?

Where does it go in a proposal?

How much does it cost?

Why do it?

Always check NSF’s PAPPG!

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

Updated for 2020
Where does it go in a proposal?

Proposal Components

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

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

Information related to the evaluation is needed in these sections.

Where does it go?

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

Where does it go?
Proposal Components

- Project Description: 15 pages
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Where does it go?

Project Description

Evaluation plan should be 1-3 pages.

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Evaluation plan should be 1-3 pages. Aim for 1½ pages.

Where does it go?

Project Description

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

Evaluation Planning Checklist for ATE Proposals
ATE Proposal Evaluation Plan Template

What will happen?
### What will happen?

#### YEAR 1
| Planning | Data collection | Analysis | Reporting & Use |

#### YEAR 2
| Data collection | Analysis | Reporting & Use |

#### YEAR 3
| Data collection | Analysis | Reporting & Use |

### Establish formal agreement between evaluator and project’s institution
Establish formal agreement between evaluator and project’s institution
Develop actionable evaluation plan

YEAR 1
- Planning
- Data collection
- Analysis
- Reporting & Use

YEAR 2
- Data collection
- Analysis
- Reporting & Use

YEAR 3
- Data collection
- Analysis
- Reporting & Use

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

YEAR 1
- Planning
- Data collection
- Analysis
- Reporting & Use

YEAR 2
- Data collection
- Analysis
- Reporting & Use

YEAR 3
- Data collection
- Analysis
- Reporting & Use
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

YEAR 1
- Planning
- Data collection
- Analysis
- Reporting & Use

YEAR 2
- Data collection
- Analysis
- Reporting & Use

YEAR 3
- Data collection
- Analysis
- Reporting & Use
### 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

**YEAR 1**
- Planning
- Data collection
- Analysis
- Reporting & Use

DELIVER YEAR 1 EVALUATION REPORT

**YEAR 2**
- Data collection
- Analysis
- Reporting & Use

**YEAR 3**
- Data collection
- Analysis
- Reporting & Use

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### RESOURCES

- Communication Plan
- Checklist for ATE PIs and Evaluators

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2/24/2021

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EvaluATE Slack
COMMUNITY

Post Webinar Survey

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