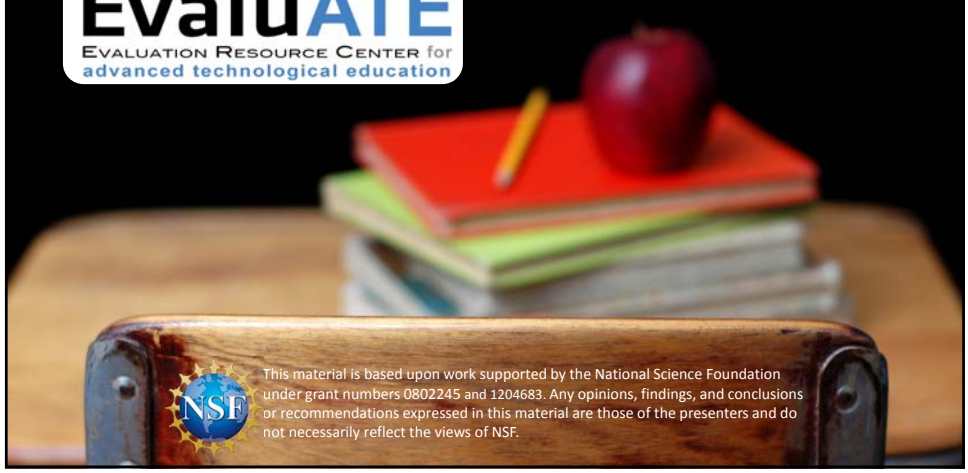
ATE Evaluation 101

September 19, 2012

EvaluATE
Evaluation Resource Center for advanced technological education



This material is based upon work supported by the National Science Foundation under grant numbers 0802245 and 1204683. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the presenters and do not necessarily reflect the views of NSF.

Introductions

Jason

Jason Burkhardt

Lori Wingate

Elaine Craft

Melissa Miller

Florence-Darlington Technical College

EvaluATE

Western Michigan University

South Carolina Advanced Technological Education Center of Excellence

MENTOR CONNECT

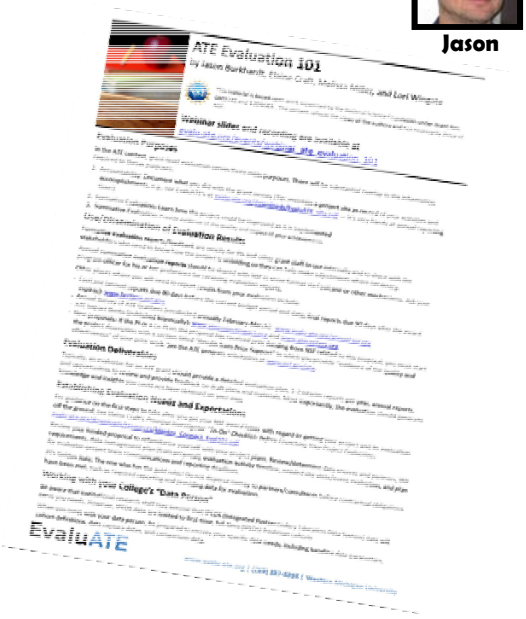
Laura Sanchez

Maricopa Community Colleges

Handout

Available from **www.evalu-ate.org/resources**

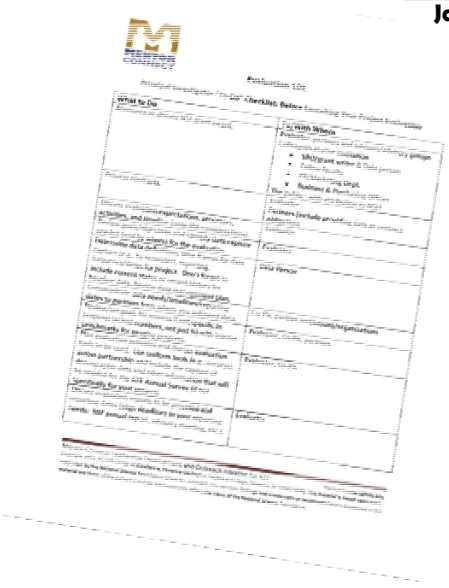
Keyword search: **101**



Checklist

Available from **www.evalu-ate.org/resources**

Keyword search: **To do**

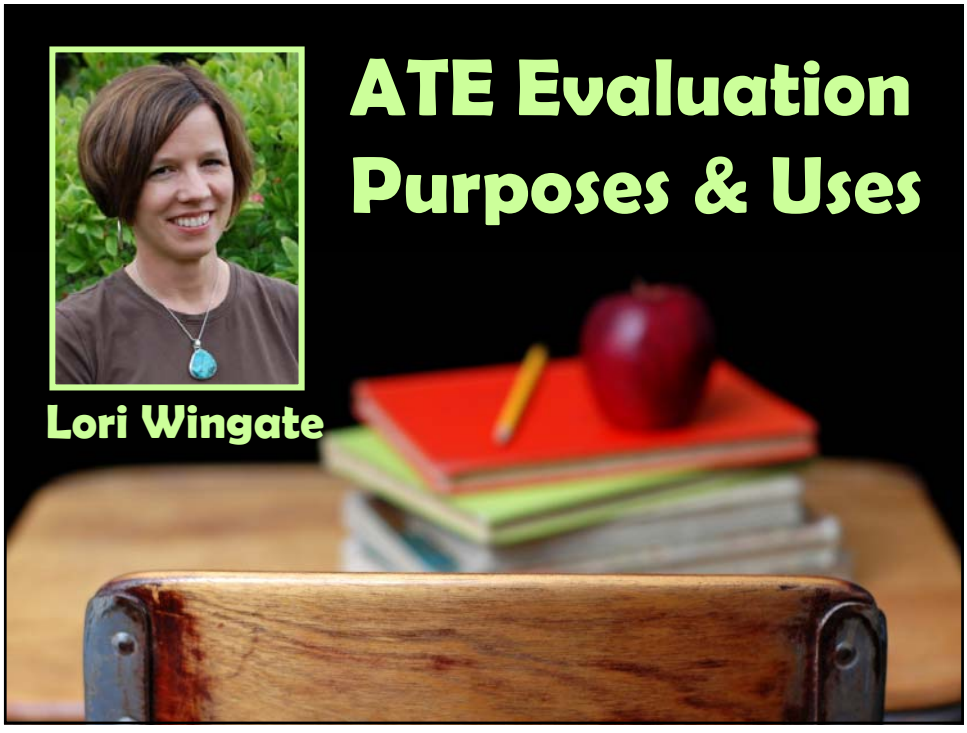


Objectives

Jason

By the end of the webinar, you will

- understand the different purposes evaluation serves for ATE grants
- know when and where evaluation results should be reported
- be able to identify stakeholders at home and partner institutions who need to be involved in evaluation
- know what key decisions need to be made in consultation with the external evaluator at the start of a project
- be able to communicate needs for institutional data



How do you think about evaluation?

Lori

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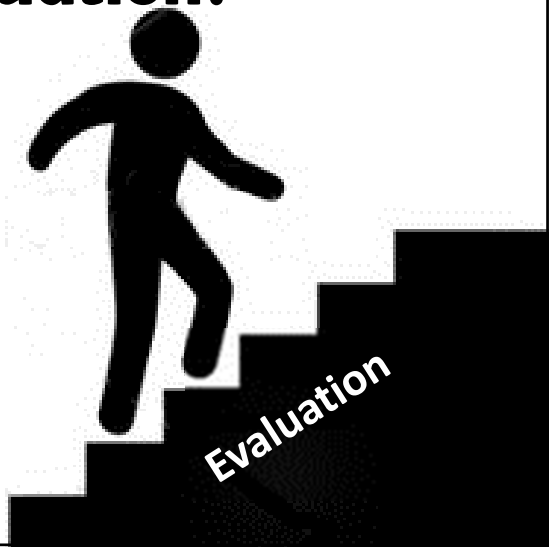

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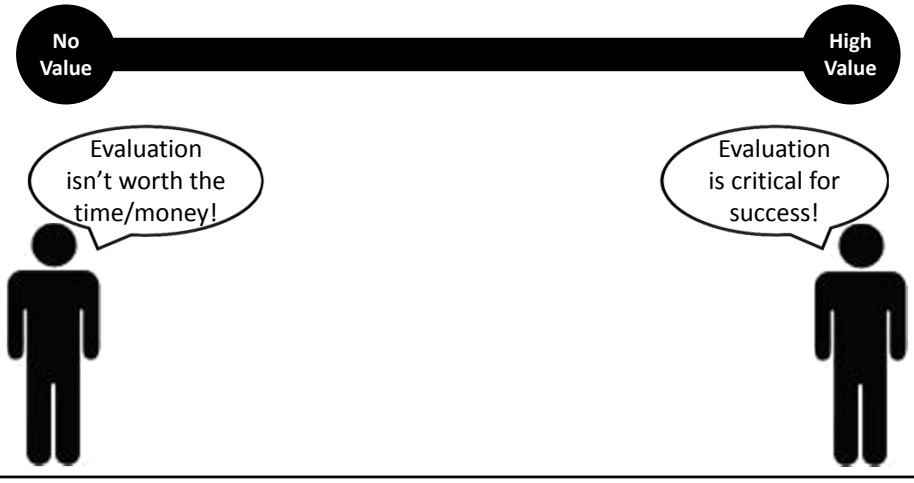


Evaluation Purposes

Lori

Formative Evaluation

Learn how the project could be improved as it is implemented

Summative Evaluation

Provide evidence of the quality and impact of your achievements

Accountability

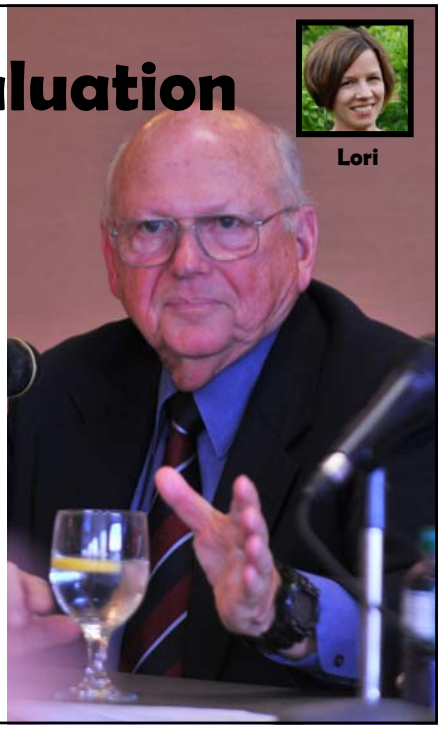
Document what you did with the grant money

Formative Evaluation

Lori

The most important purpose of evaluation is not to prove, but to *improve.*

–Daniel Stufflebeam



Formative Evaluation

Project staff…

- make time for evaluation
- are open to hearing negative findings
- use feedback to inform decision making

Formative Evaluation

Evaluator…

- takes time to learn about the project, its context, and stakeholders
- provides timely feedback
- guides project staff in understanding and using results

Summative Evaluation

Lori

What is the project's quality?

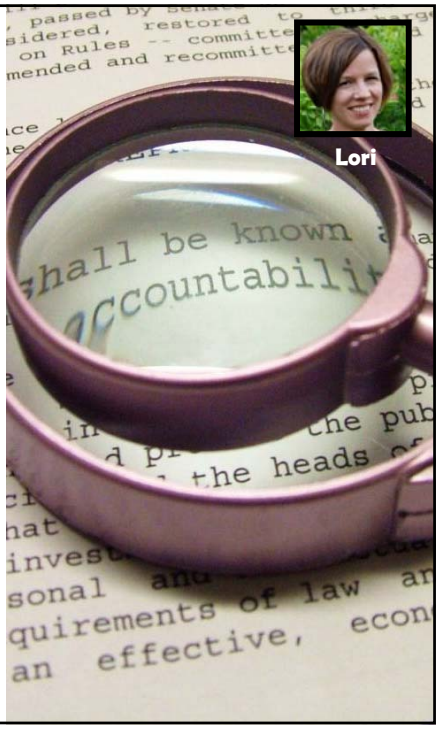
What are the project's impacts?

- changes in knowledge, skills, abilities, attitudes, performance, practices, or policies
- show up at the individual, program, institution, organization, regional, or national level
- occur in the short term, long term, or in between

Accountability

Document…

- What you did
- Who you reached
- Who you worked with
- What you produced (outputs)

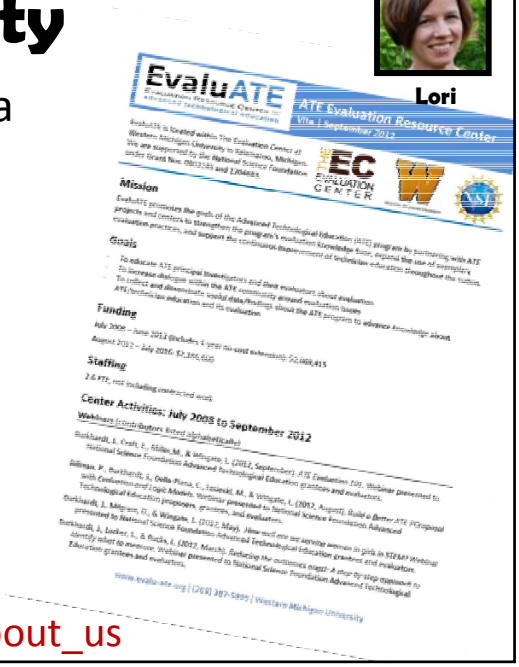


Accountability

Lori

Create a project vita

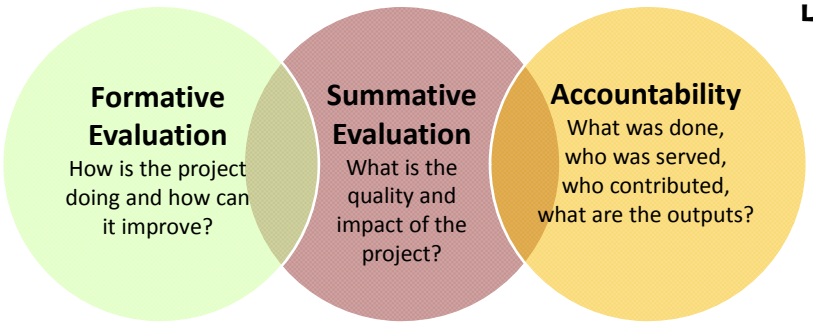
- Mission
- Goals
- Funding
- Activities
- Products
- Staff
- Students
- Contributors & collaborators
- Consultants



www.evalu-ate.org/about_us

Evaluation Purposes & Uses

Lori



- Feedback to project staff and internal stakeholders
- Reflection and redirection

- Summative report to key stakeholders
- FastLane/annual report to NSF
- ATE Impacts book
- Annual ATE survey
- New proposals
- Promotion and dissemination

Annual Reports to NSF

Lori

Report Sections

- Participants
- Activities & findings
- Publications & products
- Contributions

FastLane

www.fastlane.nsf.gov

Annual Reports to NSF

Lori

See also: EvaluATE's summary of Fastlane report components

evalu-ate.org/resources
Keyword: FastLane

National Science Foundation Annual Report Components

NSF grant PIs submit annual reports to NSF via the FastLane system at fastlane.nsf.gov.

This document is a compilation of the FastLane annual reports system components. It identifies each component of the annual report and provides NSF's explanations concerning the "what" and why" of each section. No modifications have been made to the original FastLane text, except for that which appears in [brackets].

This document was prepared by EvaluATE (NSF # 0802245) to assist ATE grantees in preparing their annual reports.

Project Participants

1. What people have worked on your project?

What?

We ask PIs to provide basic information about each person who worked on the project – name, role on project, extent of time put in, and what the person has done on the project. *(This information may be made publicly available.)*

We then ask those in certain categories – from principal investigators to funded undergraduate assistants who worked many hours on the project and received compensation from the award – for a little more data about themselves. *(This information will be held closely.)*

Why?

We ask for demographic data – relating to gender, ethnicity, race, disability, and citizenship, so that:

- We can gauge whether our programs and other opportunities in science and technology are fairly reaching and benefiting everyone regardless of demographic category;
- We can ensure that those in under-represented groups have the same knowledge of and access to programs, meetings, vacancies, and other research and educational opportunities as everyone else; and
- We can assess involvement of international investigators or students in work we support.

Submission of demographic information is voluntary. You will suffer no adverse consequences if you fail to provide it, but we really need your information to help assure the statistical validity of our data. You can get more information about ways NSF will use this information. Collection of this information is authorized by the NSF Act of 1950, as amended. You may also see our general Privacy Act and Public Burden Statements.

2. What other organizations have been involved as partners?

What?

Here you let NSF know about partner organizations outside your own institution – academic institutions, other nonprofits, industrial or commercial firms, state or local governments, schools or school systems, or whatever – that have been involved with your project. Partner organizations may provide financial or in-kind support, supply facilities or equipment, collaborate in the research, exchange personnel, or otherwise contribute. The screens will lead you through the obvious possibilities, but will also give you an opportunity to identify out-of-the-ordinary partnership arrangements and to describe any arrangement in a little more detail.

1

Annual ATE Survey

Lori

For example,

# of students and their demographic characteristics

# of professional development participants

# of materials developed

www.evalu-ate.org/annual-survey

ATE Projects/Centers Impact Book & Website

Lori

Student impact data

Workforce impact data

www.atecenters.org
www.ateprojectimpact.org

Results of Prior NSF Support

Lori

"The Project Description must begin with the subsection on Results of Prior Support…. This subsection must contain specific outcomes and results including metrics to demonstrate the impact of the activities undertaken including evidence of the quality and effectiveness of the project's deliverables."

—ATE Program Solicitation

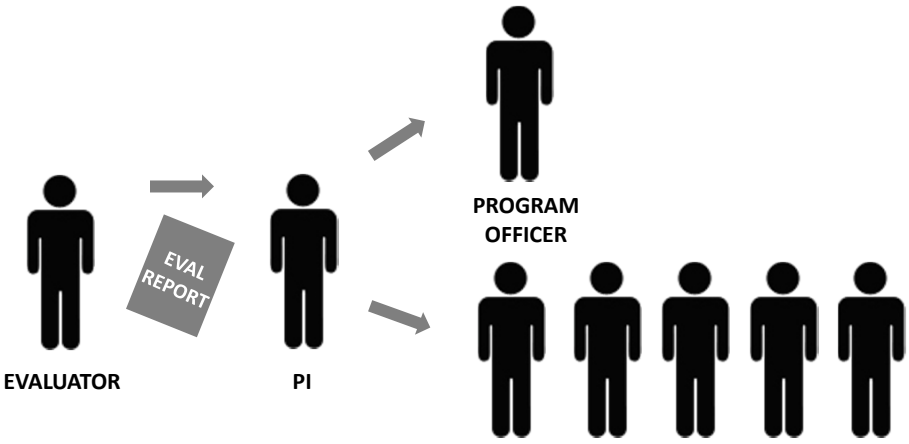
What should we expect to receive from our evaluator?

– Participant in the 2010 ATE PI Conference Getting Started Workshop

Evaluation Deliverables

- Detailed evaluation plan
- Opportunities to review and provide feedback on draft plans and materials
- Interim reports
- Annual reports
- Knowledge and insights you could not have obtained on your own

Reporting



Reporting

Lori

Ask your program officer how he/she prefers the evaluation results to be conveyed.

Ways of reporting evaluation results to your program officer

- Complete original report
- Original executive summary
- Evaluators' summary in annual report

PI

PROGRAM OFFICER

ASK!

Award Letter Arrives – Now What?

Elaine

Alert the right people

Make a big announcement — mention NSF!

Process contracts with evaluation in mind (partners, evaluator, etc.)

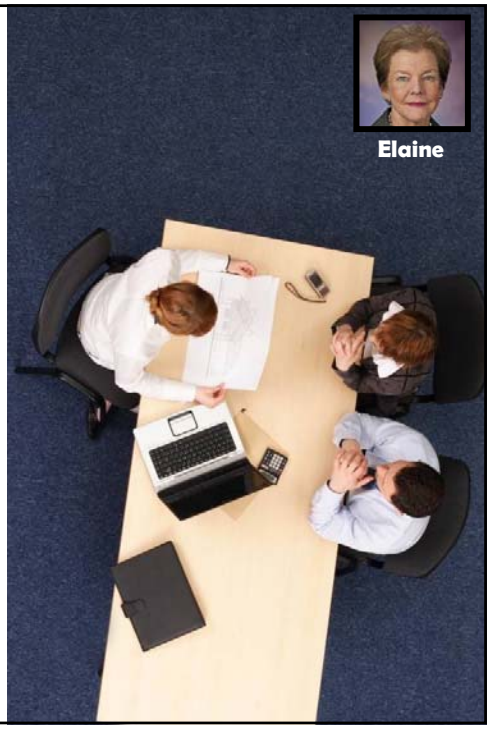
Establishing Expectations

Elaine

Review proposal

Determine…

- Data sources, partners
- IRB considerations
- Data Management Plan (from proposal)
- Evaluation activity timeline
- Site visits/event evaluation
- Communications with project team



Evaluator Help with Reporting

ATE Annual Survey
Advisory Board(s)
NSF Annual Report
Your institution
Partners/collaborators
Newsletters/website

Data Plan

- Needs
- Definitions
- Timeline/deadlines
- Reporting dates

Measurable Goals

Elaine

Determine or confirm metrics for success

Use numbers, not just %

Set benchmarks

What and When?

Elaine

Schedule annual evaluation activities

Schedule in advance

Alert evaluator of any changes

Reports from Evaluator

Elaine

Be specific about needs

Be specific about and communicate dates

Coordinate on timeline to

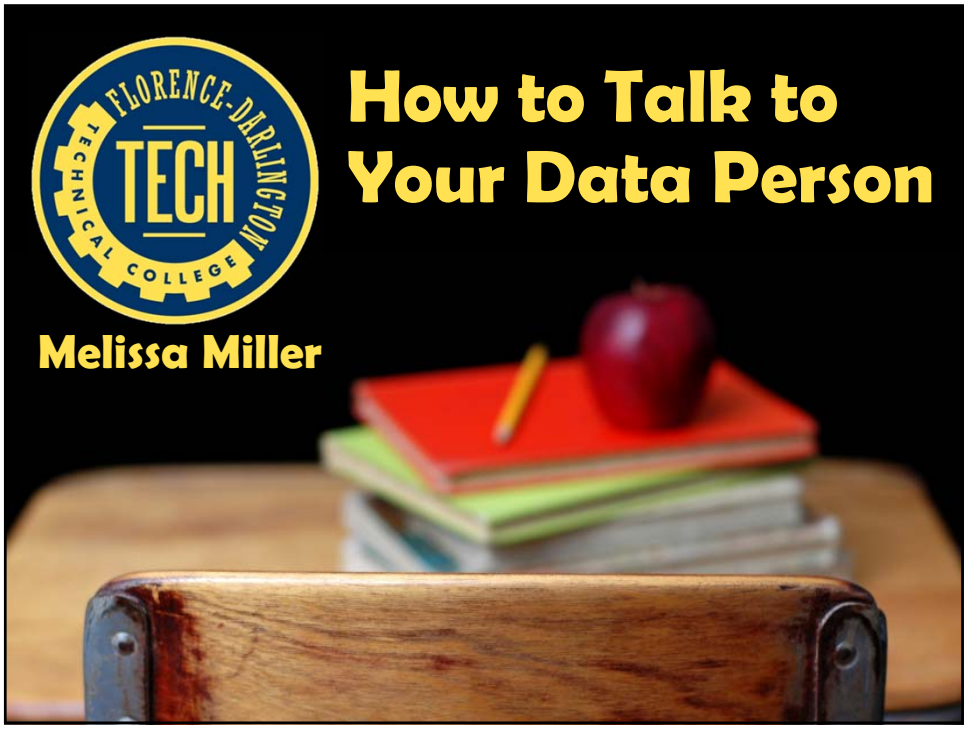
- Reduce duplication of effort
- Promote consistency
- Prevent going crazy

Golden Rule

Elaine

The one who has the gold rules!

- PI is responsible
- Be clear; be firm
- Future success depends on it
- Demonstrated outcomes and impact



Getting the Data You Need

Melissa

Student Database
- Captured data: optional versus required

Integrated Postsecondary Education Data System (IPEDS)
- Limitations of first-time, full-time (FTFT) freshmen cohorts

Planning & Mining

Baseline data
Your cohort
Common definitions
Snapshot dates

Working Example

Project Goal

To increase the number of women and minorities who obtain an engineering credential.

Working Example

Baseline data
- 3-5 years of graduates

Data elements
- student ID
- demographics
- program of study
- retention
- graduates

Snapshot dates

Comparisons

EvaluATE Events

ATE Evaluation: Measuring Reaction, Learning, Behavior, and Results

ATE PI Pre-Conference Workshop
October 24 | 1-5 p.m.

Webinar
November 28 | 1-2:30 p.m.

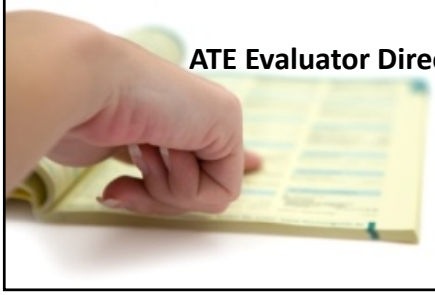
www.evalu-ate.org/events

www.evalu-ate.org

Jason

Digital Resource Library

Events



ATE Evaluator Directory

Newsletters

Thank You!