

Evaluation Essentials for Non-Evaluators: Understanding the Basics and Benefits of Evaluation

Begins at 1 p.m. Eastern



1



2
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evalu-ate.org/webinar/june24

1

OUR Vision

EvaluATE envisions an ATE community in which evaluation is valued, systematic, and used to improve the education of technicians in high-tech fields.

OUR Mission

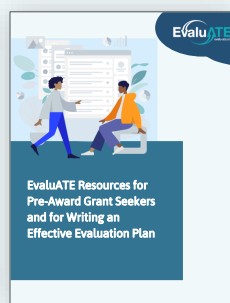
EvaluATE's mission is to engage the ATE community with information, expertise, and tools to advance high-quality evaluation.

4

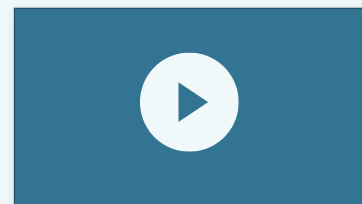
Materials



Slides



Additional Resources



Recording



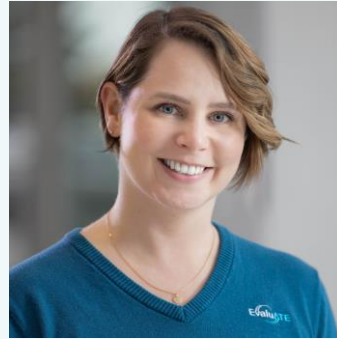
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Introductions



Samantha

Hooker



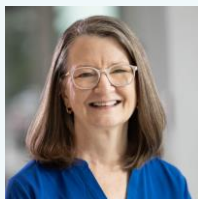
Lyssa

Wilson Becho

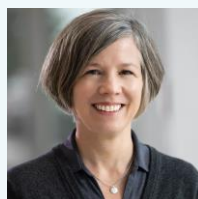


6

Behind the Scenes



Maureen
Green



Lori
Wingate



Carolyn
Williams-Noren



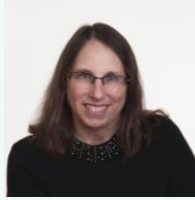
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Thank You



Ellen
Hause



Elizabeth
Hawthorne



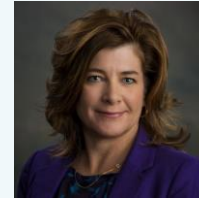
Blake
Urbach



Elaine
Craft



Pam
Silvers



Emery
DeWitt



8



Advanced Technological Education Program

www.nsf.gov/ate



9

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10



Lyssa




13
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One Word

CHAT QUESTION

- What is **one** word that comes to mind when you hear “**evaluation**”?

Answer 
in chat box

14

Meet Jen Genericson*



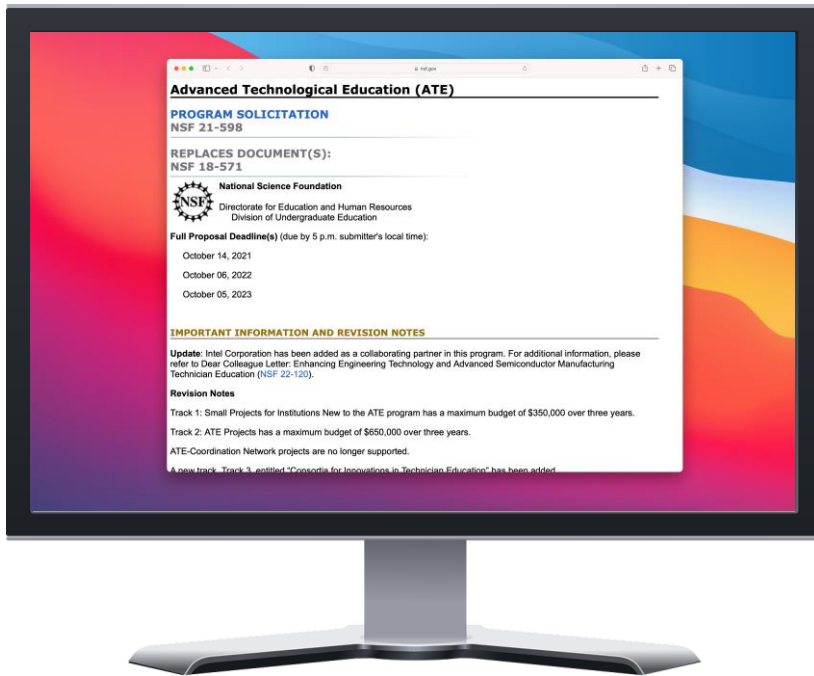
She has a **GREAT** idea
for an ATE proposal

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

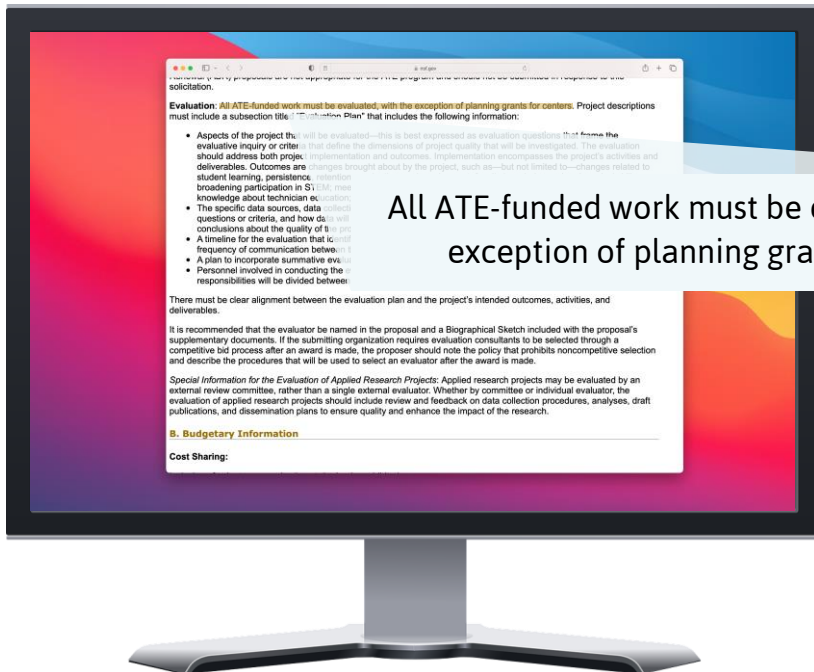
15

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6



16



17
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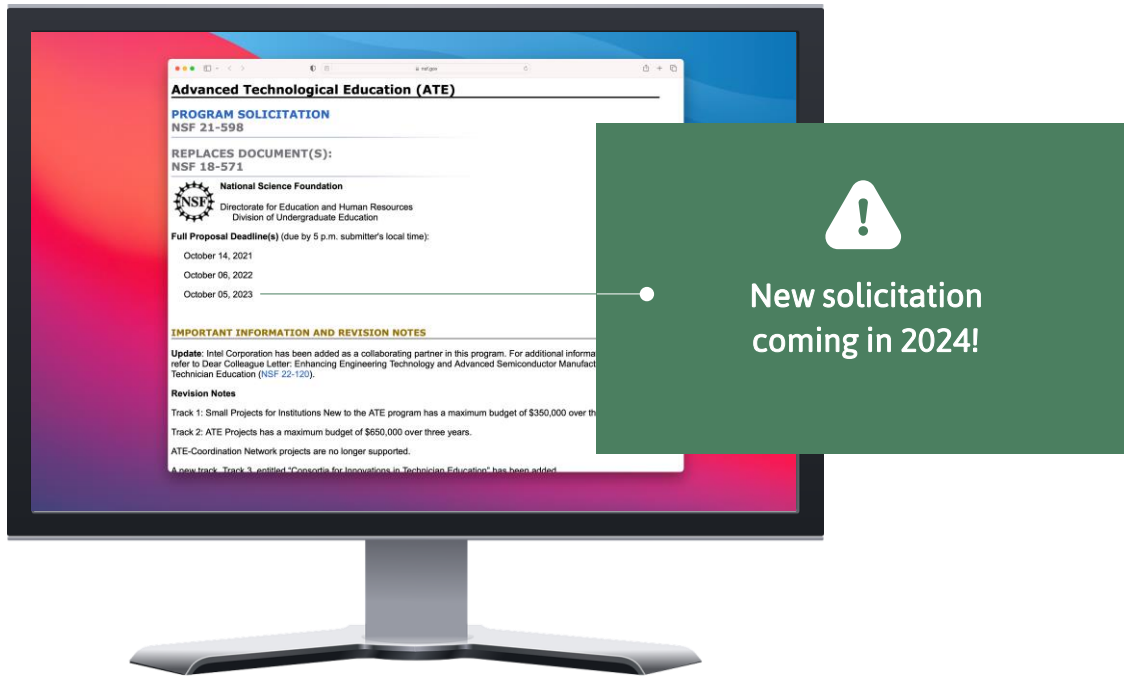
22

Strategies and Insights into Evaluation Plans for NSF ATE Proposals

July 24, 1 p.m. Eastern

7 Jul 2024						
Sun	Mon	Tues	Wed	Thur	Fri	Sat
	01	02	03	04	05	06
07	08	09	10	11	12	13
14	15	16	17	18	19	20
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28	29	30	31			

23
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24

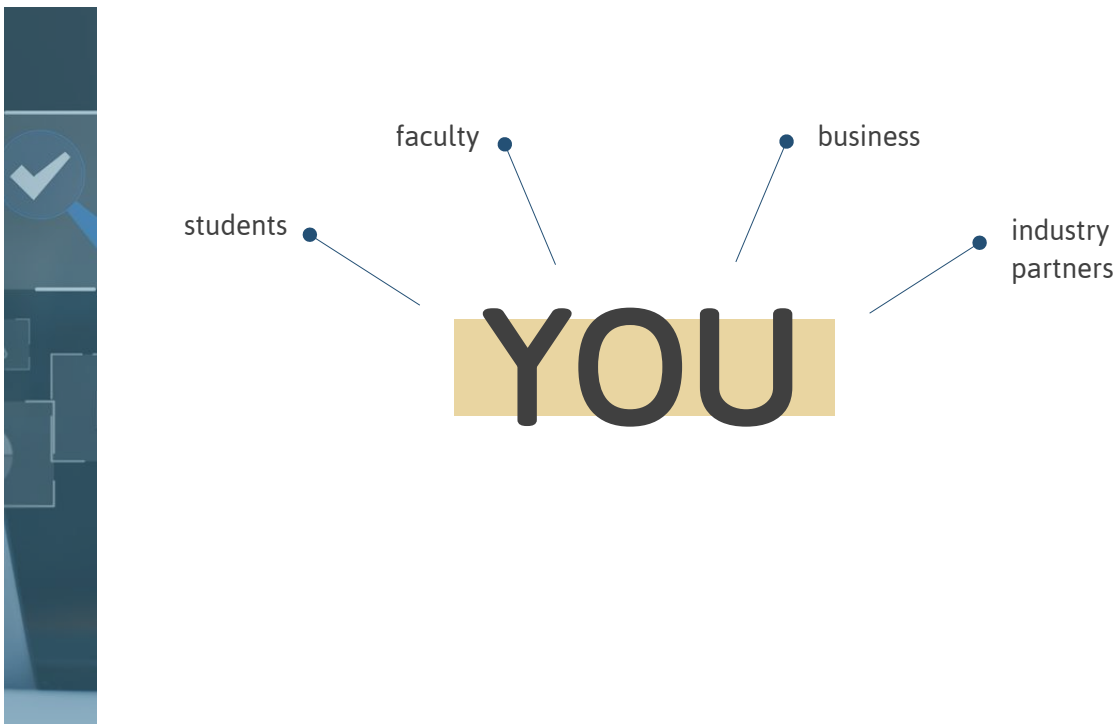


25

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26



31
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YOU + EVALUATOR

32



33
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Evaluation

FOUR BASIC STEPS



38



? What is evaluation?

Why should I do it?



40

Evaluation

PURPOSES

 Project improvement

 Accountability

 Evidence

Improvement

PURPOSE #1

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

45

Improvement

PURPOSE #1

JCSEE Joint Committee on Standards
for Educational Evaluation

- **Utility**
- Feasibility
- Propriety
- Accuracy
- Accountability

Learn more at
evaluationstandards.org/program

46
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47



48

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49

Improvement

PURPOSE #1

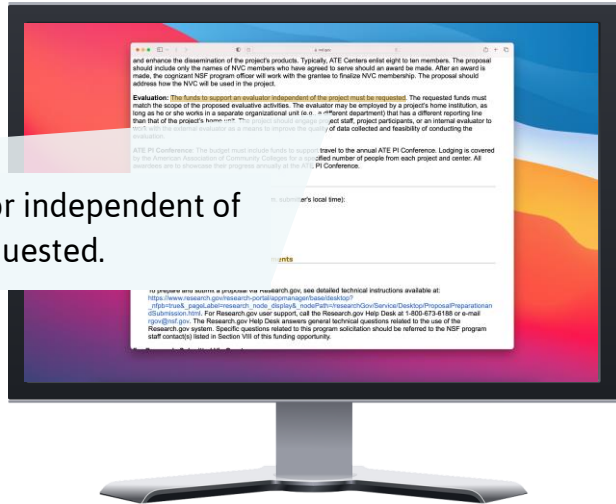


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Accountability

PURPOSE #2

The funds to support an evaluator independent of the project must be requested.



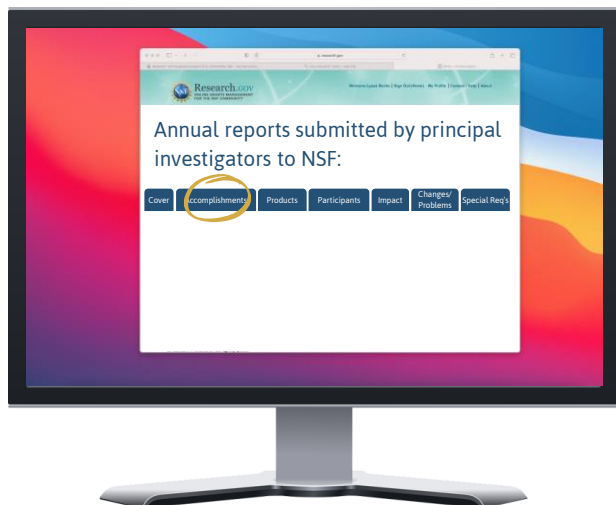
51

Accountability

PURPOSE #2

Accomplishments

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



53
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Accountability

PURPOSE #2

Changes/ Problems

- Use data to justify changes in project plans



54

Evidence

PURPOSE #3

So, did it work?



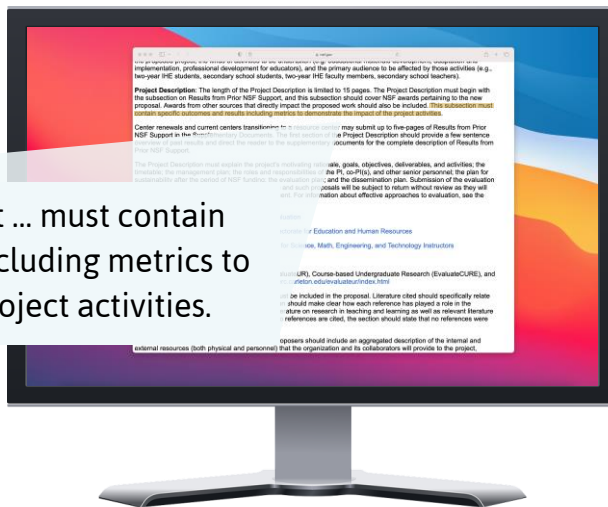
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Evidence

PURPOSE #3

Results from Prior NSF Support ... must contain specific outcomes and results including metrics to demonstrate the impact of project activities.



56

Which is the best evidence of outcomes?

POLL QUESTION

Example A


The prior project was funded to increase the number of students completing 2-year degrees and entering the technical workforce. Funded activities included developing bridge courses, enhancing recruitment efforts, and developing support resources and strategies for first-generation college students.

Example B

All project objectives were achieved: 150 students enrolled in the new ATE course. 300 first-generation students benefited from newly developed resources aimed at addressing their diverse needs. 400 potential students were reached with new recruitment strategies.

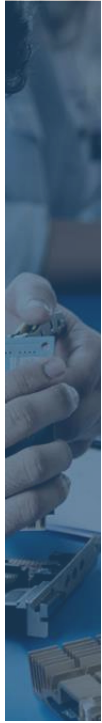
Example C

The average pass rate for targeted courses increased from 62% to 85% (n=325). Student's placement in jobs right after graduation increased from from 55% to 84% (n=250). First generation students said that they felt a strong sense of belonging in the program and received additional support that helped them be successful.

Answer 
in poll box

57

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Which is the best evidence of outcomes?

Example A

The prior project was funded to increase the number of students completing 2-year degrees and entering the technical workforce. Funded activities included developing bridge courses, enhancing recruitment efforts, and developing support resources and strategies for first-generation college students.

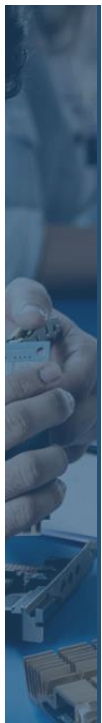
Example B

All project objectives were achieved: 150 students enrolled in the new ATE course. 300 first-generation students benefited from newly developed resources aimed at addressing their diverse needs. 400 potential students were reached with new recruitment strategies.

Example C

The average pass rate for targeted courses increased from 62% to 85% (n=325). Student's placement in jobs right after graduation increased from 55% to 84% (n=250). First generation students said that they felt a strong sense of belonging in the program and received additional support that helped them be successful.

61



Your Best Evidence

CHAT QUESTION

- Imagine you've been funded by the NSF ATE program.

What is **one piece of evidence** that you want to be able to say about the success of your project?

Answer
in chat box

62

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Resources

RESULTS FROM PRIOR SUPPORT

Results from Prior NSF Support Checklist

Page 8



63



? What is evaluation?

Why should I do it?

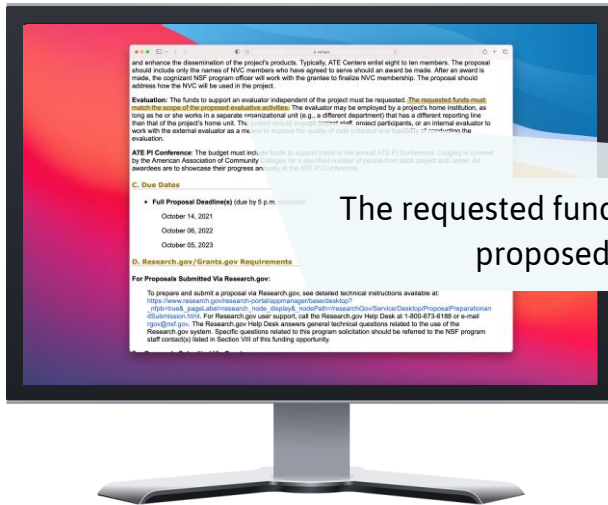
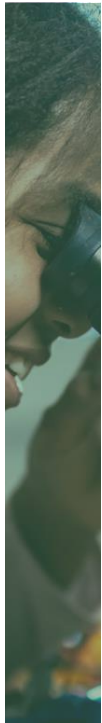
\$ How much does it cost?



65



66
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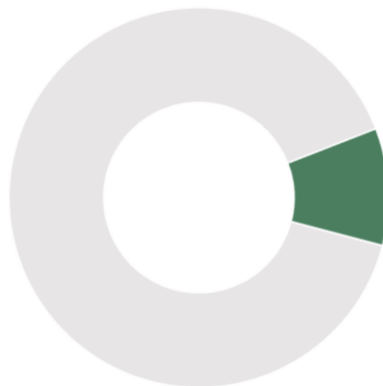


The requested funds must match the scope of the proposed evaluative activities.

67

BUDGETING

RULE OF THUMB

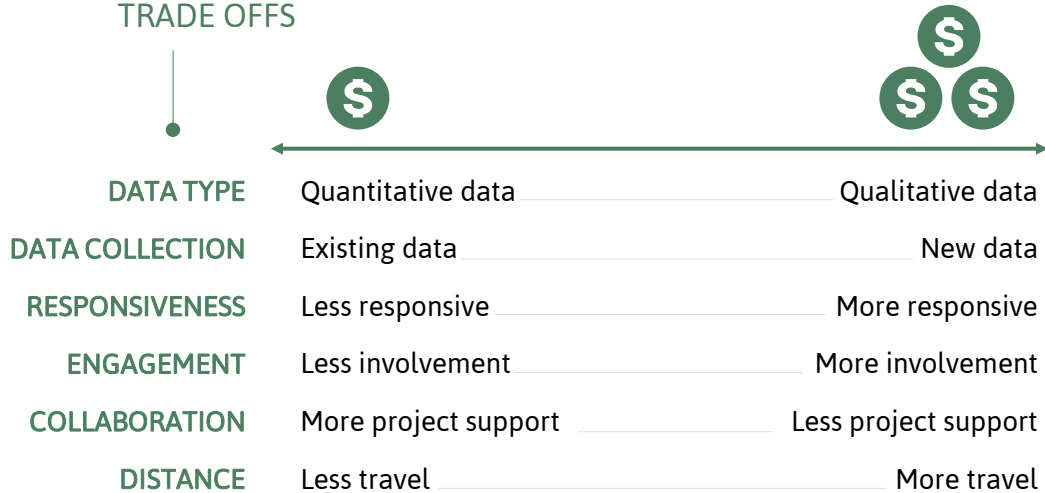


Dedicate
10%
of direct project
costs to evaluation

68
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BUDGETING

TRADE OFFS



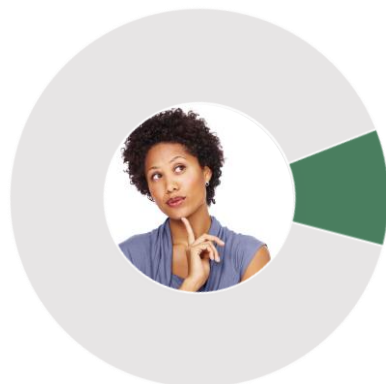
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BUDGETING

EXAMPLE

Total Project Budget:
\$350,000 over 3 years
-\$70,000 for indirect

\$280,000 direct costs

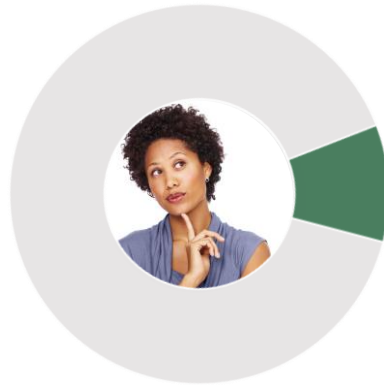


78

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BUDGETING

EXAMPLE



Total Project Budget:
\$350,000 over 3 years
-\$70,000 for indirect

\$280,000 direct costs

10% EVALUATION BUDGET:
\$28,000 total for 3 years
\$ 9,333 per year

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

81

? What is evaluation?

Why should I do it?

\$ How much does it cost?

Who can evaluate?

82
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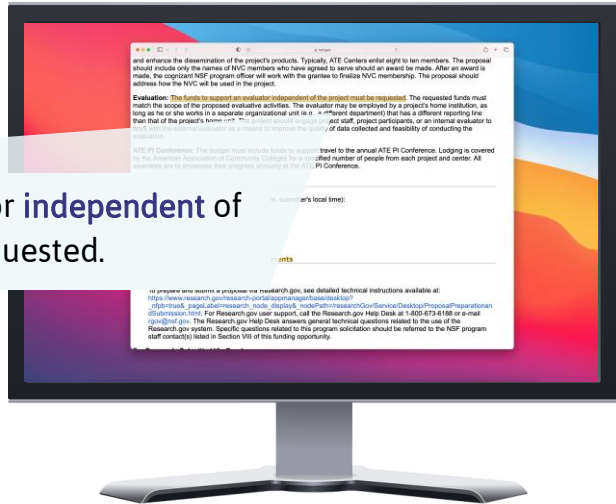
83



84
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Independent EVALUATOR

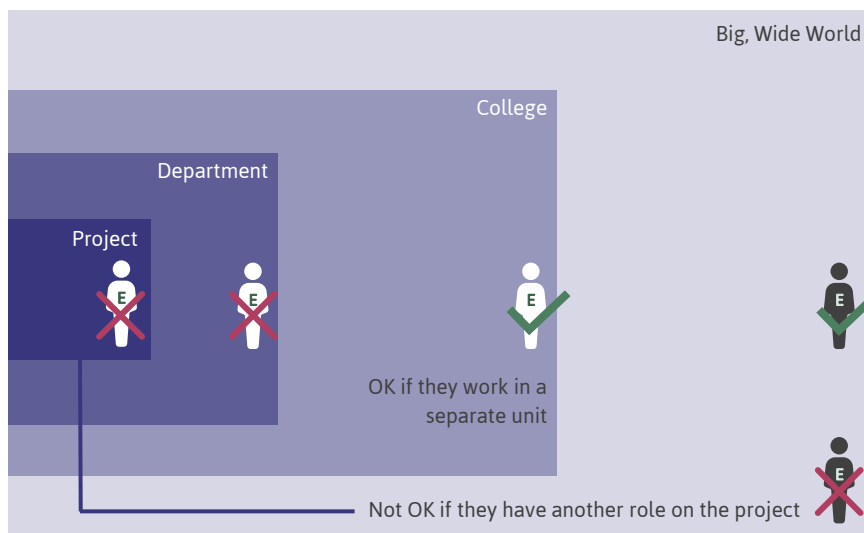
The funds to support an evaluator **independent of the project** must be requested.



85



What counts as an independent?



86
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Professional EVALUATORS

- **What to look for in an evaluator:**
 - ✓ Experience as an evaluator
 - ✓ Research skills
 - ✓ Communication skills
 - ✓ Understanding of NSF and 2-year-college contexts



91

Which evaluator would you recommend?

POLL QUESTION

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

Answer
in poll box

92

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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

What is your experience with project evaluation?

- Currently serving as lead evaluator for 25 NSF-funded projects
- Recipient of Outstanding Evaluation award from American Evaluation Association
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93



Which evaluator would you recommend?

Evaluator A

- Ph.D., Higher education administration
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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

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

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

Do they have experience with ATE projects?

94

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Which evaluator would you recommend?

What research methods do you have experience with?

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

E

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colleges

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

- Recipient of Outstanding Evaluation award from American Evaluation Association

Evaluator C

- M.S., Information technology
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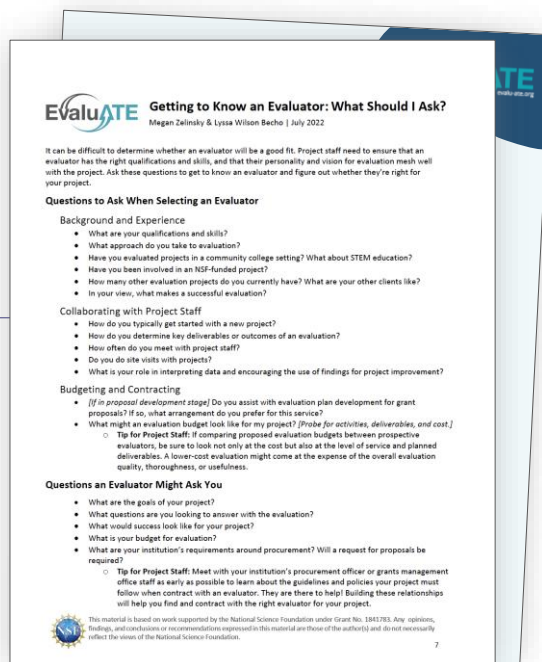
95

Resources

QUESTIONS TO ASK AN EVALUATOR

Getting to Know an Evaluator: What Should I Ask?

Page 7



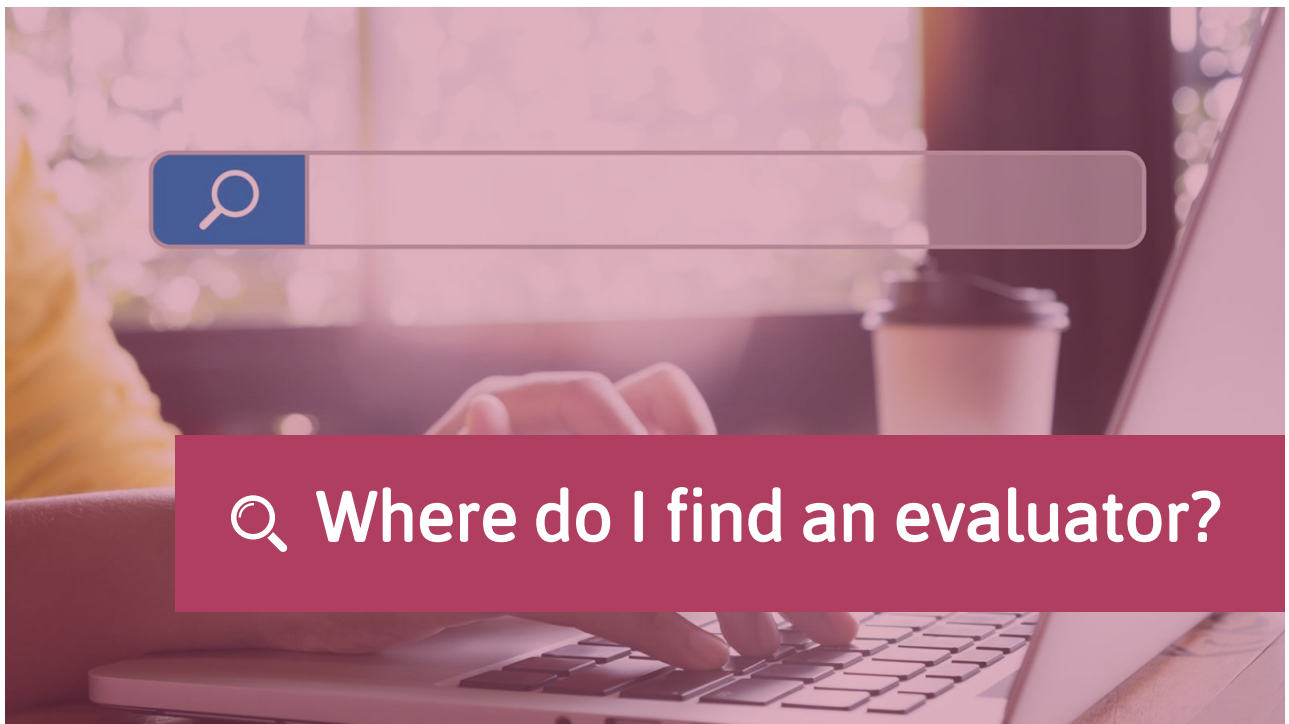
96

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30



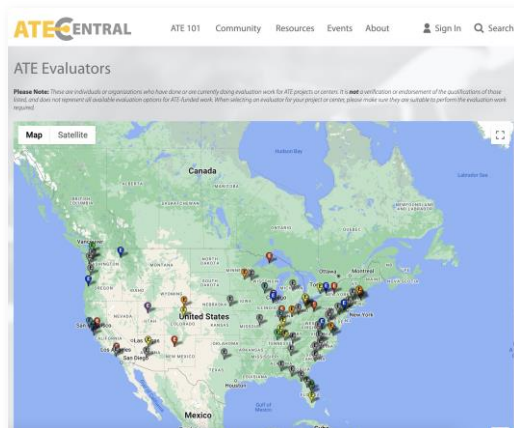
97



98
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Finding AN EVALUATOR

- American Evaluation Association (AEA)
my.eval.org/find-an-evaluator
- AEA Local Affiliate Groups
eval.org/community/local-affiliates
- Expanding the Bench
Expandingthebench.org/ace/evaluators
- ATE Evaluator Map on ATE Central
atecentral.net/evaluators

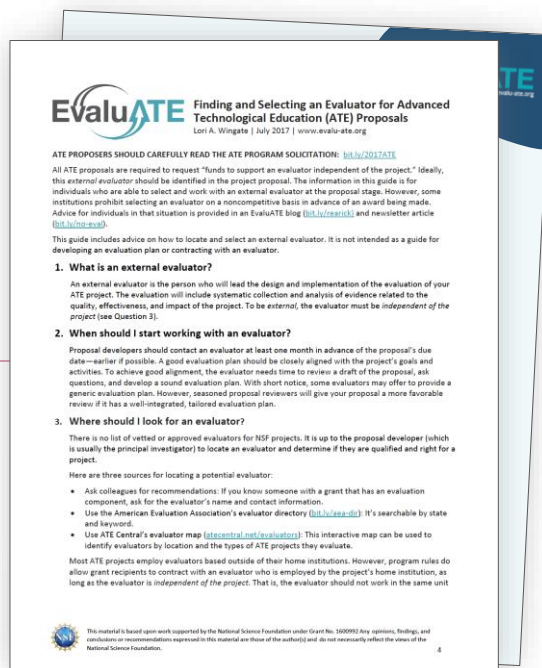


103

Resources FINDING & SELECTING AN EVALUATOR

Guide to Finding and Selecting an Evaluator for ATE Proposals

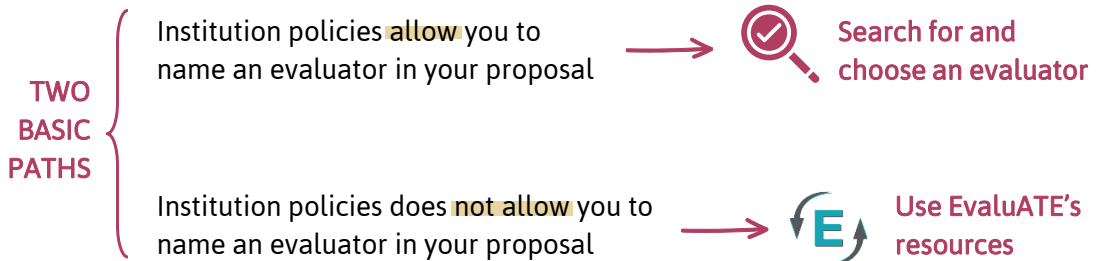
Page 4



104
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Procuring AN EVALUATOR

STEP 1: Talk with your procurement office at your institution to determine your path.

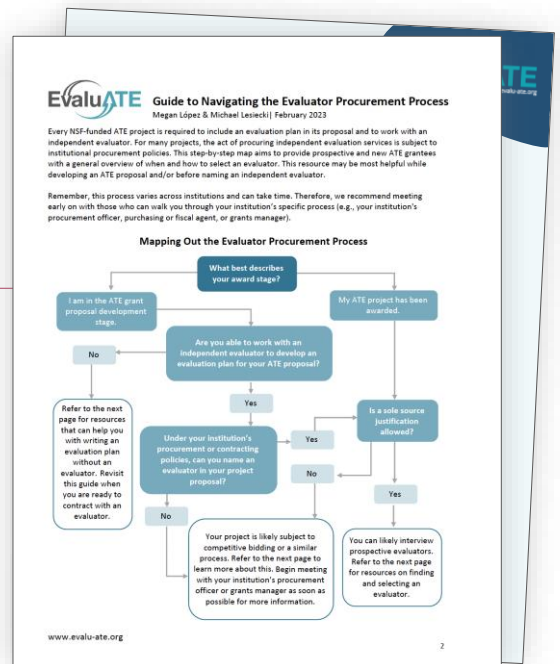


111

Resources PROCUREMENT PROCESS

**Guide to Navigating the
Evaluator Procurement Process**

Page 2



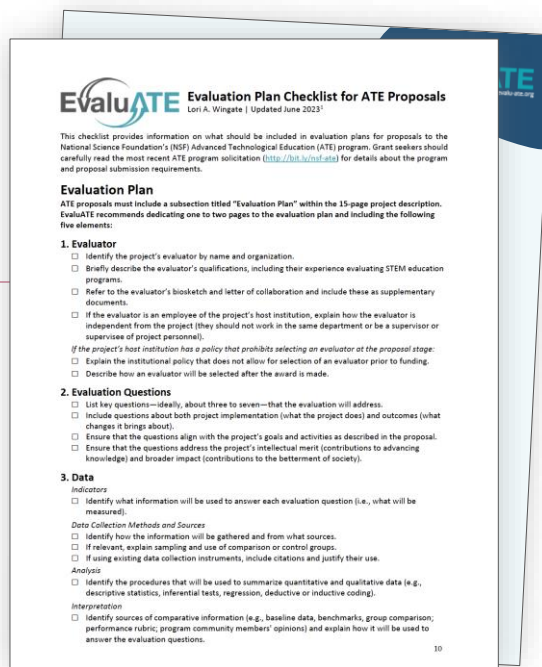
112
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Resources

WRITING EVALUATION PLANS

Evaluation Planning Checklist for ATE Proposals

Page 10



113

A woman with curly hair, wearing a blue top, is giving a thumbs up. To her right are five question bubbles, each with an icon and a question:

- ? What is evaluation?**
- Why should I do it?**
- \$ How much does it cost?**
- Who can evaluate?**
- Where do I find an evaluator?**

114
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QUESTION BREAK

Use
chat window

115

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Through our website
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117



118
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