Maximizing the Medium: Using Webinars Effectively for Evaluation Capacity Building

American Evaluation Association Conference
November 2018

2018 American Evaluation Association Conference
Lori Wingate & Emma Perk
bit.ly/EvaluATE-AEA
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have you attended a webinar?

raise your hand

capturing and sustaining attention
HAVE YOU MULTI-TASKED DURING A WEBINAR?

RAISE YOUR HAND

WHAT ACTIVITIES DID YOU DO?

CHAT
WHAT ACTIVITIES DID YOU DO?

DISCUSSION

what are some ways to maintain attention?
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Cut to the Chase

Source: https://youtu.be/toLKSxQwAM

Introduction to technical writing

Louise Correcha
Proofreader and Technical Writing Assistant, AMC Consultants
Director, Red English Pty Ltd

Source: https://youtu.be/toLKSxQwAM
HOW WOULD YOU CHANGE THIS INTRO?

Introduction to technical writing

Louise Correcha
Proofreader and Technical Writing Assistant, AMC Consultants
Director, Red English Pty Ltd

Example from EvaluATE’s August 2018 Webinar

Give Your Proposal a Competitive Edge with a GREAT EVALUATION PLAN
Give Your Proposal a Competitive Edge with a GREAT EVALUATION PLAN

www.atecentral.net
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www.evalu-ate.org

Materials

Slides
Evaluation Plan Checklist and Other Resources
Recording

bit.ly/EvaluATE-AEA
Introductions

Mike Lesiecki
Lori Wingate

Behind the Scenes

Emma Perk
Lyssa Wilson Becho
Sharon Gusky
Cynthia Williams
Janet Pinhorn
Shannon Payne
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Example from EvaluATE’s November 2009 webinar

Evaluation Basics

November 18, 2009

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Example from EvaluATE’s January 2010 webinar

![Evaluation Tools: Logic Models, Success Indicators, and Standards of Performance](image1)

January 20, 2010

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Example from EvaluATE’s May 2010 webinar

![Maximizing Evaluation Impact](image2)

May 19, 2010

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Example from EvaluATE's August 2017 webinar

EVALUATION
All the funded ATE proposals are doing it

The webinar will begin at 1 p.m. Eastern

capturing and sustaining attention
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death by bullet points

Example from EvaluATE’s March 2018 Webinar

Evaluation Basics for Non-evaluators
PROJECT EXAMPLE

- Aviation Summer Camp
- AV100- Intro to Aviation
- AV150- Applied Mathematics for Aviation
PROJECT EXAMPLE

- Aviation Summer Camp
- AV100- Intro to Aviation
- AV150- Applied Mathematics for Aviation
XYZ PROJECT EXAMPLE

Aviation Summer Camp

AV100
Intro to Aviation

AV150
Applied Mathematics for Aviation

PROJECT EXAMPLE

- Aviation Summer Camp
- AV100- Intro to Aviation
- AV150- Applied Mathematics for Aviation
PROJECT EXAMPLE

• Aviation Summer Camp
• AV100- Intro to Aviation
• AV150- Applied Mathematics for Aviation
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PROJECT EXAMPLE

- Aviation Summer Camp
- AV100- Intro to Aviation
- AV150- Applied Mathematics for Aviation

make frequent changes
Example from EvaluATE’s March 2018 Webinar

Evaluation Basics
for Non-evaluators

1. Asking important questions about a project’s processes and outcomes.
2. Gathering evidence that will help answer those questions.
3. Interpreting findings and answering the evaluation questions.
4. Reporting and using results for accountability, improvement, and planning.
Example from EvaluATE’s March 2018 Webinar

Evaluation Basics
for Non-evaluators
In our original plan, we had set aside money for five college students to help us for eight hours during the summer camp.
In our original plan, we had set aside money for five college students to help us for eight hours during the summer camp.

give a professional, dynamic delivery
don’t read to your audience

Example from EvaluATE’s April 2018 Webinar

CREATING ONE-PAGE REPORTS
A STRATEGY FOR ENGAGING BUSY READERS

The webinar will begin at 1 p.m. Eastern

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Choose a **GRID 4**

MISALIGNED

Choose a **GRID 4**

GRID
use participants’ names

Example from EvaluATE’s February 2017 Webinar

**SMALL-SCALE EVALUATION**

February 15, 2017
1-2 p.m. EST
Kevin Little  
Smallville Community College

Injection Molding Certificate Program  
$198,913 | 2017-20

Original evaluation plan from proposal:

"The project will be evaluated using surveys of students, conducted annually by the project director.

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

use participant’s names

transitions and technology
Example from EvaluATE’s April 2018 Webinar

CREATING ONE-PAGE REPORTS
A STRATEGY FOR ENGAGING BUSY READERS

The webinar will begin at 1 p.m. Eastern
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<table>
<thead>
<tr>
<th>SECTION</th>
<th>LEAD</th>
<th>START TIME</th>
<th>SECTION MINUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>Mike</td>
<td>1:00 PM</td>
<td>3</td>
</tr>
<tr>
<td>Section 1: What &amp; Why</td>
<td>Lyssa</td>
<td>1:03 PM</td>
<td>6</td>
</tr>
<tr>
<td>Section 2: Step 1-4</td>
<td>Emma</td>
<td>1:09 PM</td>
<td>12</td>
</tr>
<tr>
<td>Question Break</td>
<td>Mike</td>
<td>1:21 PM</td>
<td>8</td>
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<tr>
<td>Section 3: Step 6-10</td>
<td>Lyssa</td>
<td>1:29 PM</td>
<td>12</td>
</tr>
<tr>
<td>Tools &amp; Resources</td>
<td>Emma</td>
<td>1:41 PM</td>
<td>6</td>
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<tr>
<td>Questions</td>
<td>Mike</td>
<td>1:47 PM</td>
<td>10</td>
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<tr>
<td>Survey Launch &amp; Close</td>
<td>Mike</td>
<td>1:57 PM</td>
<td>3</td>
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ask the participants to DO something

prioritize active learning
passive learning

- reading
- listening to lecture
- watching a video
- looking at pictures

What are the characteristics of active learning?

CHAT
TYPES OF QUESTIONS

true-false  multiple choice  open-ended  matching or sorting

true-false  multiple choice  open-ended  matching or sorting
People learn best by listening to lectures.

- True
- False
Two Lies and a Truth!

Let's play

**Which is the truth?**

- **FALSE** A federal evaluation policy dictates the requirements for project-level evaluation.
- **TRUE** All federal grantseekers and grantees should be evaluation-literate.
- **FALSE** All federal grant programs require project-level evaluation.
TYPES OF QUESTIONS

true-false  multiple choice  open-ended  matching or sorting

Which of the following qualities should you look for in an evaluator?

○ Evaluation expertise
○ Content-area expertise
○ Evaluation experience
○ All of the above
Example from EvaluATE’s March 2018 webinar

Evaluation Basics for Non-evaluators

What to look for in an evaluator

- Experience as an evaluator
- Social or educational research skills
- Communication skills
- Understanding of NSF and 2-year-college contexts
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

POLL: Which evaluator would you recommend?

What is your experience with project evaluation?
<table>
<thead>
<tr>
<th>Evaluator A</th>
<th>Evaluator B</th>
<th>Evaluator C</th>
</tr>
</thead>
</table>
| - Ph.D., Higher education administration  
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- Published 5 research articles and 2 book chapters on technical education and student services | - M.A., Organizational psychology with emphasis in program evaluation  
- Currently serving as lead evaluator for 25 NSF-funded projects  
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- Retired dean of technical programs at community college  
- Received more than $4 million in NSF grants over 20-year career |

Do you have **time** to work on my project’s evaluation?  
**Who** would do most of the work and what are their credentials?  

**What research methods do you have experience with?**  
**What is your experience as an external evaluator of grant-funded projects?**
What are the main data collection methods you use in your evaluations?
Example from EvaluATE’s August 2018 Webinar

Give Your Proposal a Competitive Edge with a GREAT EVALUATION PLAN

It’s OK to sacrifice some detail

Must convey there is a CONCRETE PLAN for collecting and using evaluation data
The evaluation will utilize a mixed-methods approach in which quantitative and qualitative measures of performance will be used in both a formative and summative manner to gauge the merit and worth of the grant initiative. Methods will include surveys, interviews, and review of program records.

CHAT: What’s your opinion of this description of the data that will be used in an evaluation?

- It’s too vague
- Not specific enough
- Seems too broad
- Where's the detail?
- Not sure what you are really going to do
- “Mixed-methods approach" sounds like lingo rather than being specific about what methods will be used

PARTICIPANTS' ANSWERS

I’ve read stuff like this in federal grants
CHAT: What’s your opinion of this description of the data that will be used in an evaluation?

The evaluation will utilize a mixed-methods approach in which quantitative and qualitative measures of performance will be used in both a formative and summative manner to gauge the merit and worth of the grant initiative. Methods will include surveys, interviews, and review of program records.

TYPES OF QUESTIONS

- true-false
- multiple choice
- open-ended
- matching or sorting
Double-barreled questions

- school
- safe
- career
- interesting
- quality
- skills
- interest

ability
education
utility
exciting
schoolwork
knowledge
friendly

**TYPES OF QUESTIONS**

- true-false
- multiple choice
- open-ended
- matching or sorting
Example from EvaluATE’s March 2016 webinar

**SMALL PROJECT EVALUATION**

Principles & Practices
Bio-Inspired Solutions to Human Challenges

Project Abstract

In spite of growing demand for technicians among local manufacturers, Buteo Community College is experiencing under-enrollment in engineering technology and pre-engineering programs.

To address this problem, the college is developing a general education science course to attract students with undeclared majors to these and other STEM programs. This interdisciplinary course is designed to educate and excite students about bio-inspired engineering and design.

Sixty percent of the college’s students are female, but comprise just 15 percent of engineering students. Therefore, the course is especially aimed at attracting female students and motivating them to pursue degrees in these areas.

The main activities include (a) development of the course curriculum; (b) creation of a short video about bio-inspired engineering; (c) presentations to admissions counselors, advisors, and faculty about the focus and purpose of the course; (d) outreach to female students with undeclared majors.

Engineering technicians: High demand, low supply
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SCI 152: Bio-Inspired Solutions to Human Challenges
Biology | Design | Economics | Engineering | Materials Science

Buteo College
Engineering Technology & Preengineering

60% female
15% female
Project Goal:

Attract female students to the course and motivate them to pursue degrees in engineering technology or preengineering.
Cases for use in webinars:

- VERY SHORT!
- Simple, but realistic
- Identify the project’s
  - purpose
  - context
  - scope
  - audience
- Relevant and relatable

Support materials
checklists

EvaluATe Evaluation Plan Checklist for ATE Proposals

This checklist provides information on what should be included in evaluation plans for proposals to the NSF's Experimental Program to Stimulate Competitive Research (EPSCoR) program, and should be used in the initial, pre-submission stages of the proposal. It is intended to be a guide for developing evaluation plans and can be used to help ensure that all essential elements are included.

Evaluation Plan

1. Identifies the project evaluator by name and affiliation.
2. Briefly describes the evaluator's qualifications, including their experience in evaluating STEM education programs.
3. Provides the evaluator's contact information and indicates their role in the evaluation plan.
4. This evaluation plan is based on the project's evaluation strategy, which is aligned with the project's goals and objectives.
5. Presents the evaluation design that includes a clear statement of the evaluation's purpose and methods.
6. Identifies the methodologies and data collection tools that will be used.
7. Describes the data analysis methods that will be employed to derive meaningful insights from the data.
8. Outlines the procedures for data collection, including the use of surveys, interviews, and focus groups.
9. Provides a timeline for the evaluation process, including key milestones and data collection activities.
10. Indicates the anticipated outcomes of the evaluation.

templates

Logic Model Template for ATE Projects & Centers

This logic model template is designed to help ATE projects and centers develop a clear and comprehensive logic model that outlines their goals, strategies, and expected outcomes. It features a table with sections for inputs, activities, outputs, and outcomes, which are all interconnected to illustrate how resources and activities lead to desired outcomes. The template is customizable, allowing users to add or remove sections as needed to accurately reflect their project's logic model.
How-To Guides

Finding and Selecting an Evaluator for Advanced Technological Education (ATE) Proposals

Are you considering using an evaluator for your project? The ATE Program has created this guide to help you make the best decision for your project. This guide provides information on what to consider when selecting an evaluator, how to develop a request for proposal, and how to evaluate the proposals you receive.

1. What is an evaluator?
   An evaluator is a professional who can help you understand and improve your program. An evaluator can help you identify strengths and weaknesses, and can provide feedback on how you can improve your program. Evaluators can be internal or external. Internal evaluators are typically employees of the organization being evaluated. External evaluators are independent consultants or organizations that are not associated with the organization being evaluated.

2. When should I start working with an evaluator?
   It is important to start working with an evaluator as soon as possible. This will give you enough time to review the evaluator’s work and to make any necessary revisions before the project ends.

3. How do I find an evaluator?
   There are several ways to find an evaluator. You can search online for evaluators, or you can ask for recommendations from other evaluators.

4. How do I evaluate an evaluator?
   Once you have selected an evaluator, it is important to evaluate their work. This will help you ensure that the evaluator is meeting your expectations and that you are receiving the best possible service.

5. What are the benefits of using an evaluator?
   There are many benefits to using an evaluator. Evaluators can help you improve your program, increase your understanding of your program’s impact, and help you make informed decisions about future planning.

6. What should I expect from an evaluator?
   Evaluators should provide you with a detailed report of their findings, along with recommendations for improvement.

7. What should I expect to pay for an evaluator?
   The cost of an evaluator will depend on a variety of factors, including the size of the evaluator’s organization, the scope of the project, and the amount of time required to complete the evaluation.

8. How do I maintain an evaluator relationship?
   It is important to establish a good relationship with your evaluator. This will help ensure that you receive the best possible service and that your evaluator feels comfortable providing you with feedback.

webinar evaluation
see our annotated webinar evaluation survey

What is your opinion of the balance of lecture and interactivity (e.g., polls, chat) in this webinar?

- Way too much lecture: 1%
- A little too much lecture: 5%
- Good balance between lecture and interactivity: 86%
- A little too much interactivity: 6%
- Way too much interactivity: 1%

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Thank you!

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