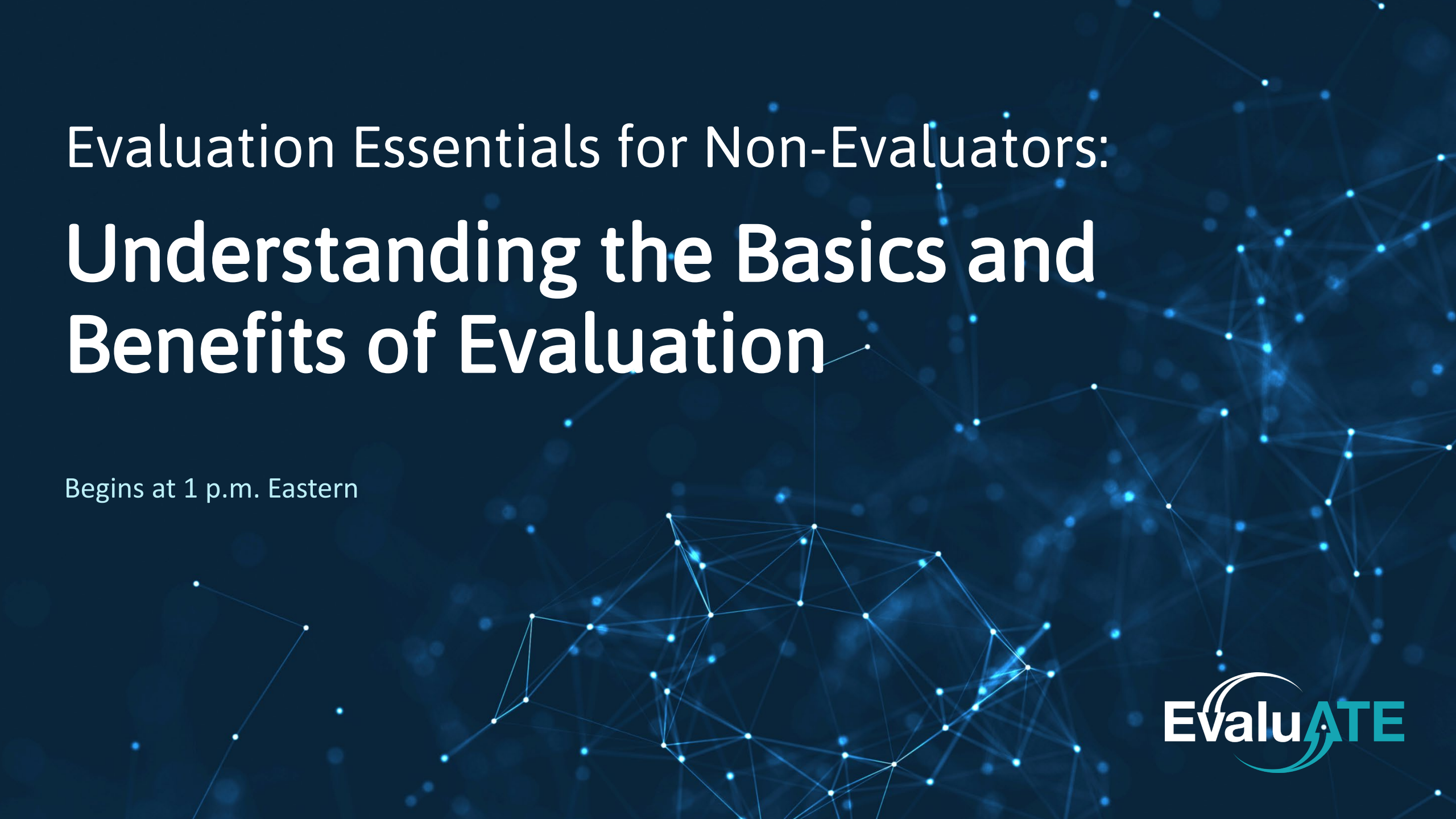
Evaluation Essentials for Non-Evaluators:

Understanding the Basics and Benefits of Evaluation

Begins at 1 p.m. Eastern



EvaluATE

www.evalu-ate.org

Introductions

Samantha

Hooker

Lyssa

Wilson Becho

Behind the Scenes

Maureen
Green

Lori
Wingate

Carolyn
Williams-Noren

Valerie
Marshall

Behind the Scenes & Thank You

Ellen
Hause

Elizabeth
Hawthorne

Blake
Urbach

Elaine
Craft

Pam
Silvers

Emery
DeWitt

Advanced Technological Education Program

www.nsf.gov/ate

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One Word

CHAT QUESTION

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

Answer in chat box

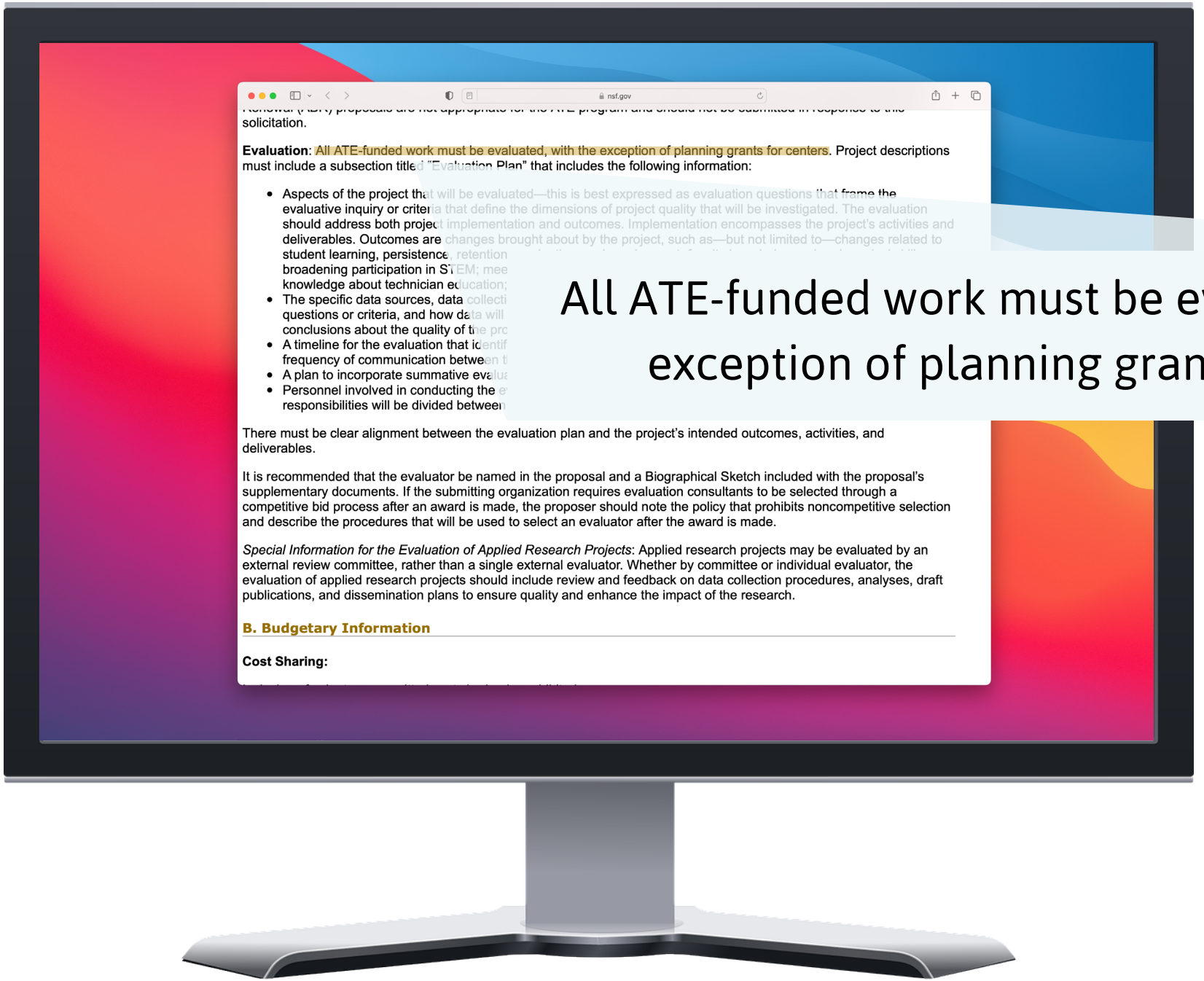
ATE Program

Advanced Technological Education

Meet Jen Genericson*

She has a GREAT idea for an NSF ATE proposal

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



All ATE-funded work must be evaluated, with the exception of planning grants for centers.

What is evaluation?

Why should I do it?

How much does it cost?

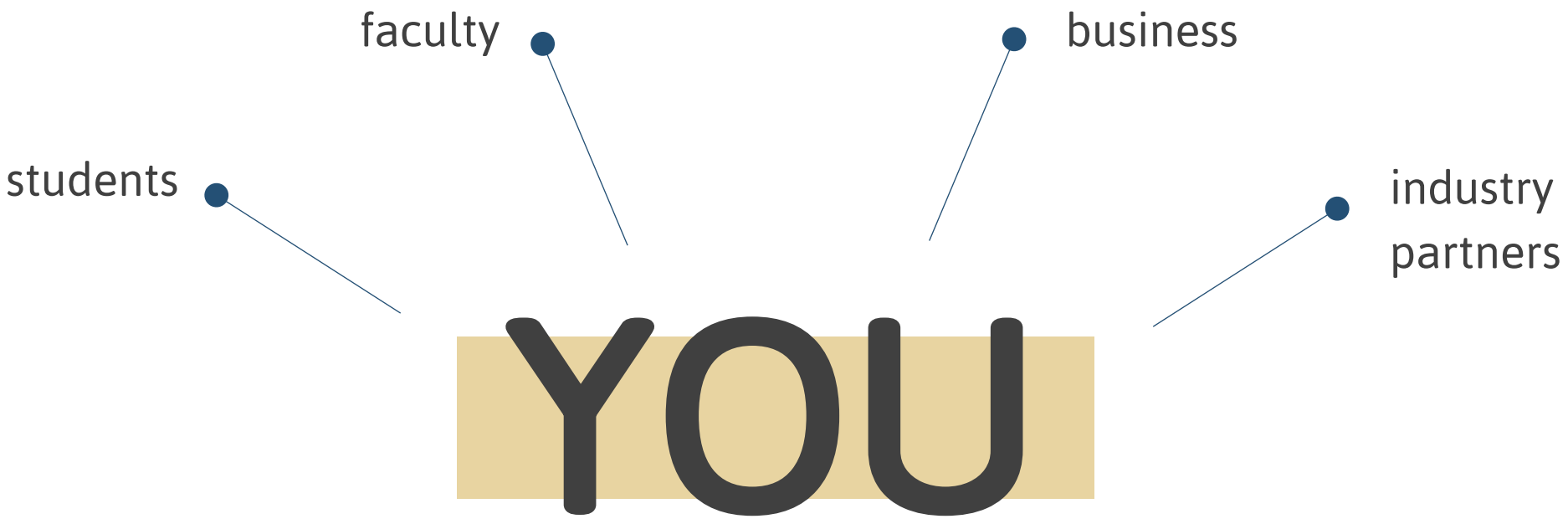
Who can evaluate?

Where do I find an evaluator?

Strategies and Insights into Evaluation Plans for NSF ATE Proposals

August 9, 1 p.m. Eastern

? What is evaluation?


faculty
business
students
industry
partners
YOU

YOU

+

EVALUATOR

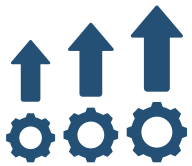
Evaluation

FOUR BASIC STEPS

Why should I do it?

Evaluation

PURPOSES



Project improvement

Accountability

Evidence

Improvement

PURPOSE #1

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

Improvement

PURPOSE #1

JCSEE Joint Committee on Standards for Educational Evaluation

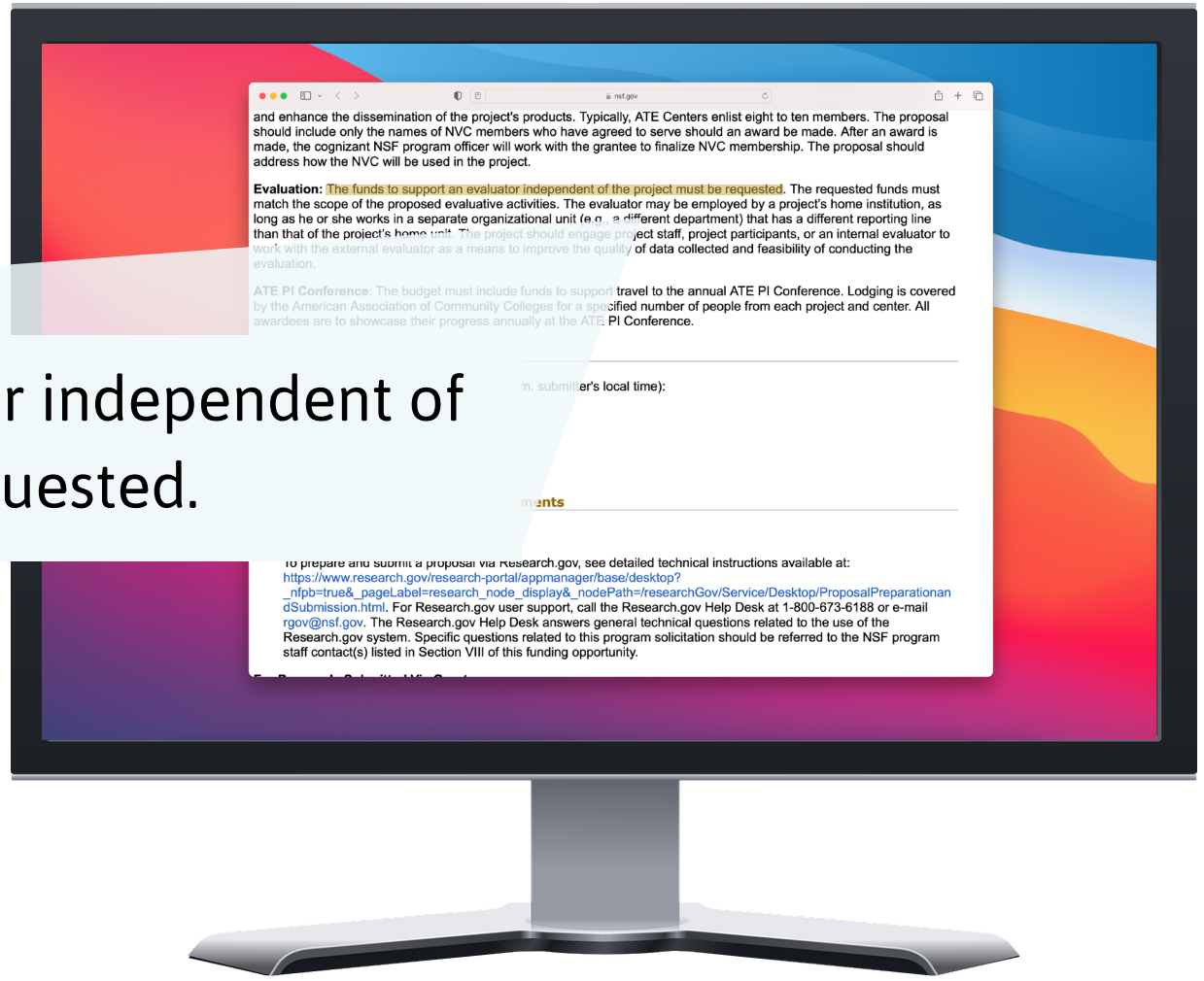
- Utility
- Feasibility
- Propriety
- Accuracy
- Accountability

Learn more at
evaluationstandards.org/program

Accountability

PURPOSE #2

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



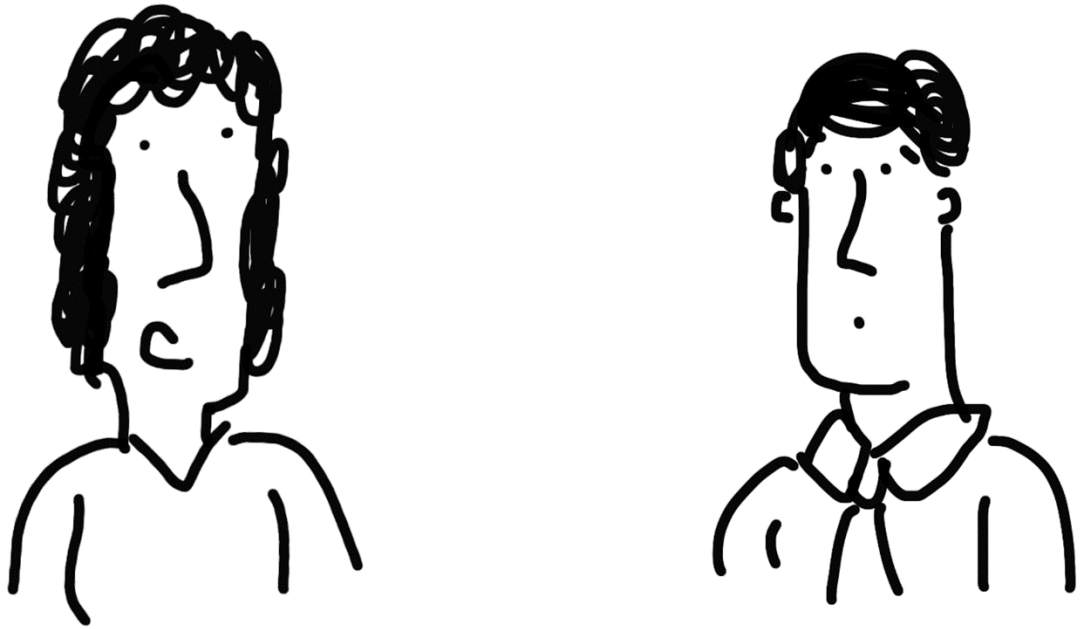
Accountability

PURPOSE #2

Evidence

PURPOSE #3

So, did it work?

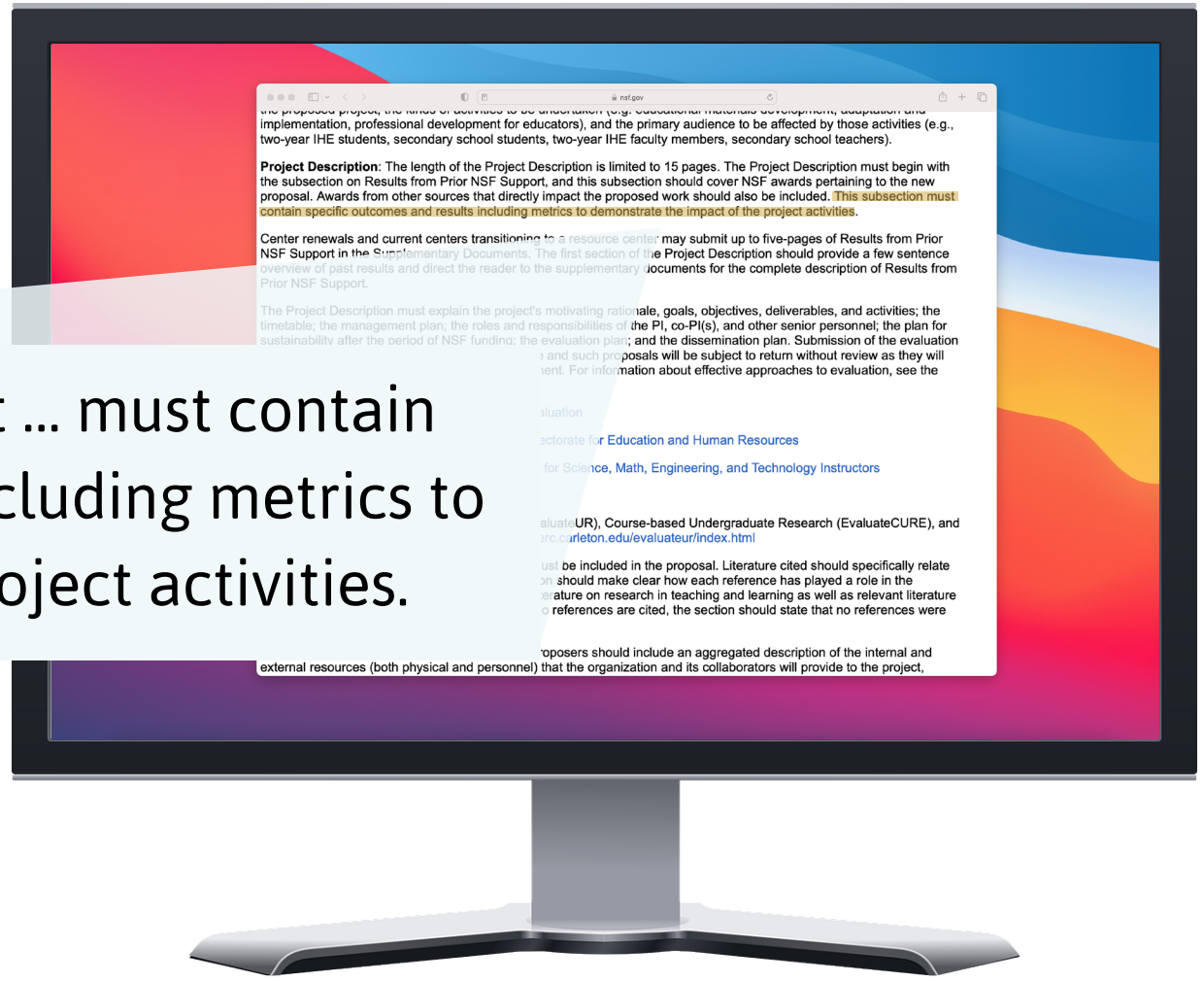


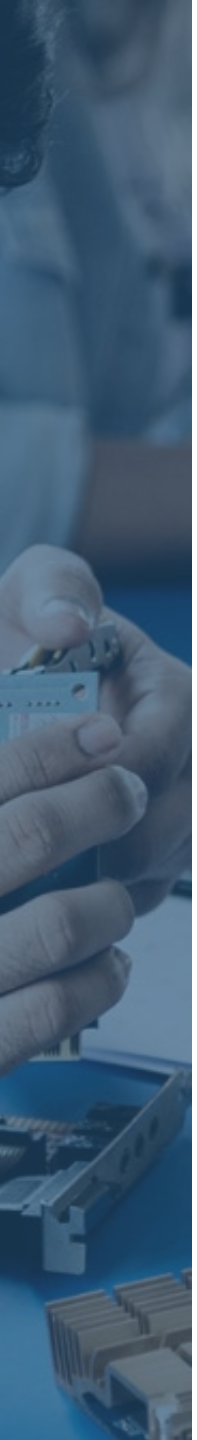
freshspectrum.com

Evidence

PURPOSE #3

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





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.

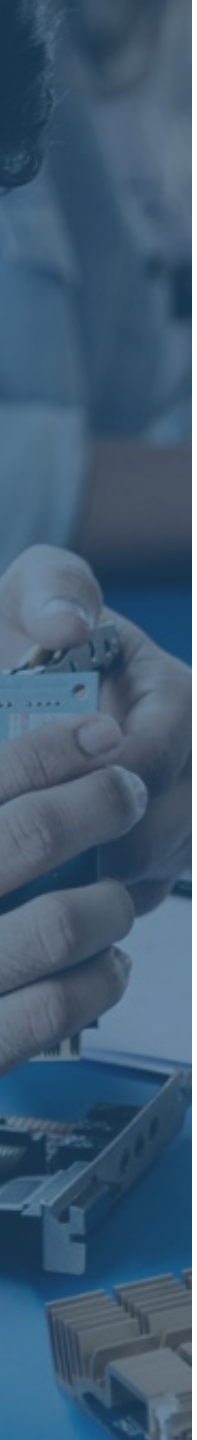
Example B

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



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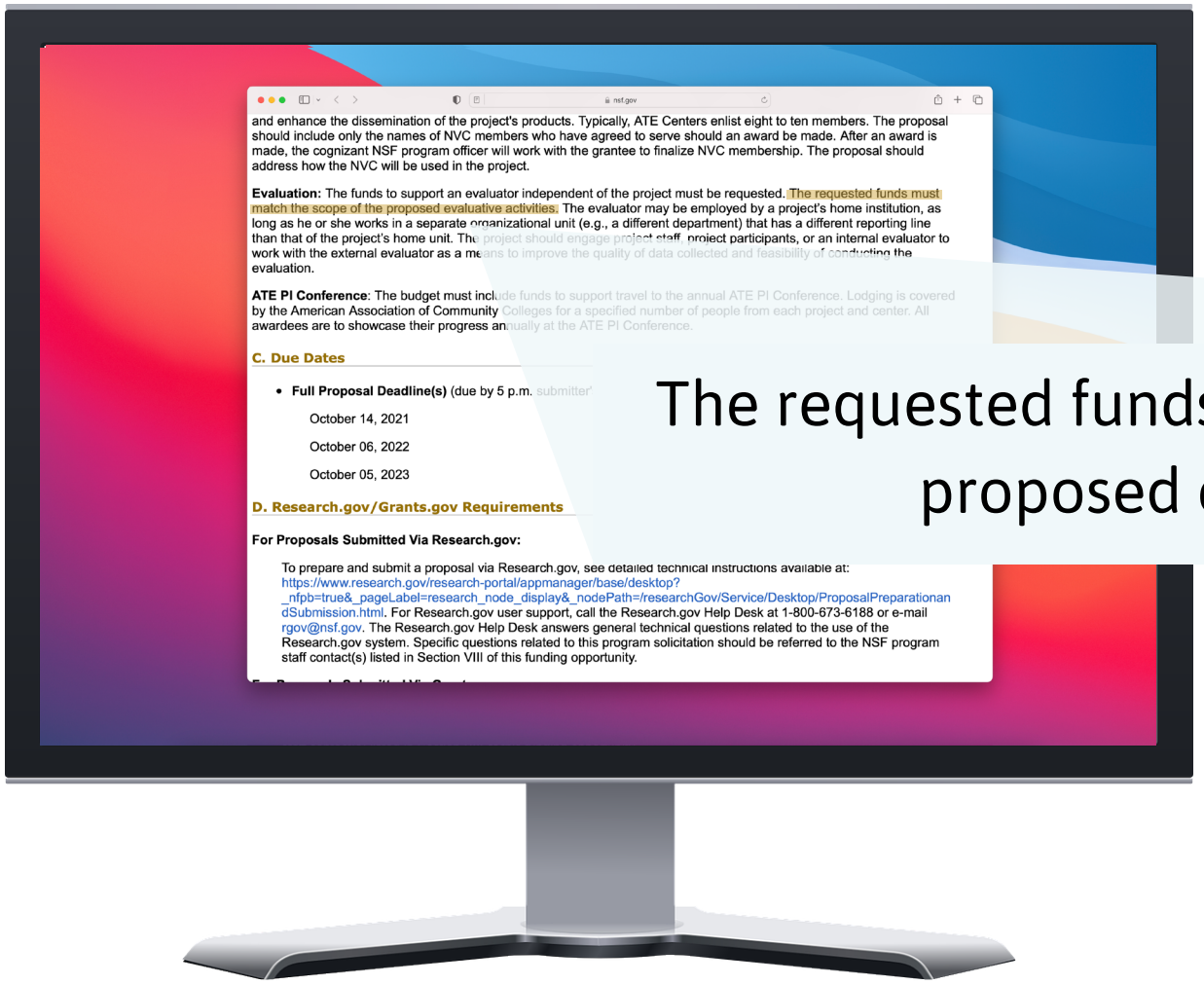
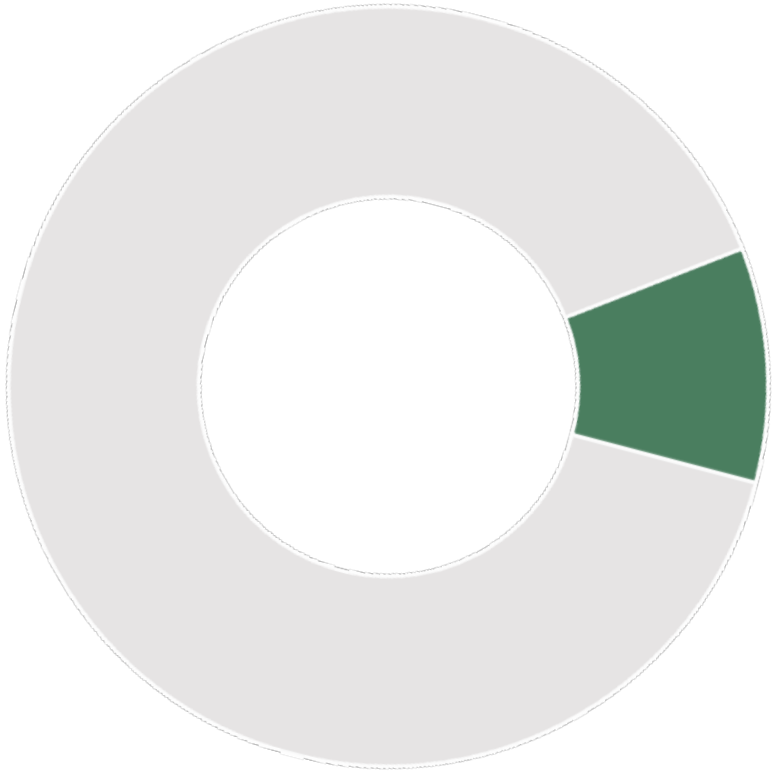
$ How much does it cost?



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

BUDGETING

RULE OF THUMB



Dedicate

10%

of direct project costs to evaluation

BUDGETING

TRADE OFFS

Quantitative data	Qualitative data
Existing data	New data
Less responsive	More responsive
Less involvement	More involvement
More internal evaluation	Less internal evaluation
Less travel	More travel

BUDGETING

EXAMPLE

Total Project Budget:

$650,000 over 3 years

-$130,000 for F&A

$520,000 direct costs

10% EVALUATION BUDGET:

$52,000 total for 3 years

$ 17,333 per year

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

QUESTION

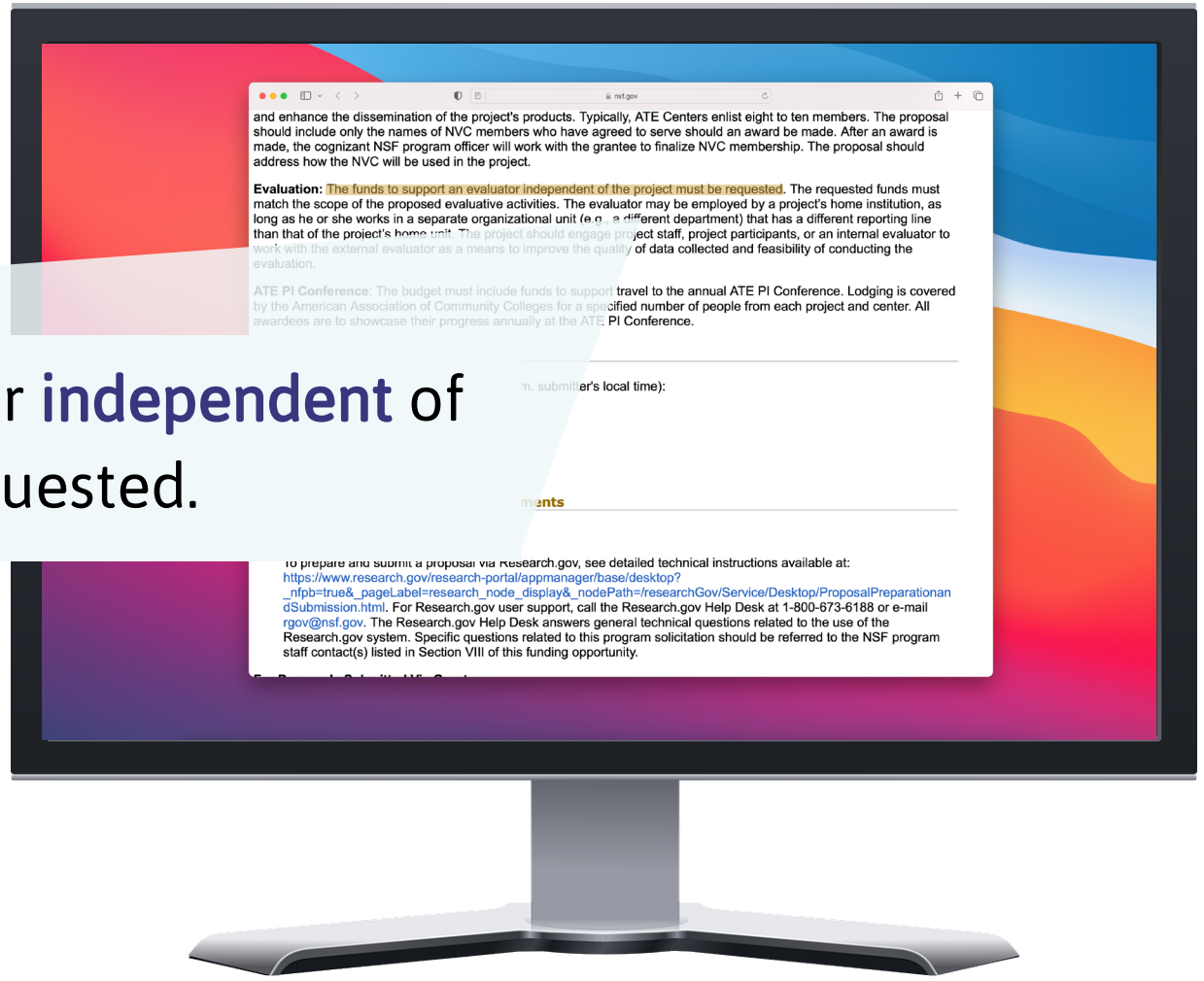
BREAK

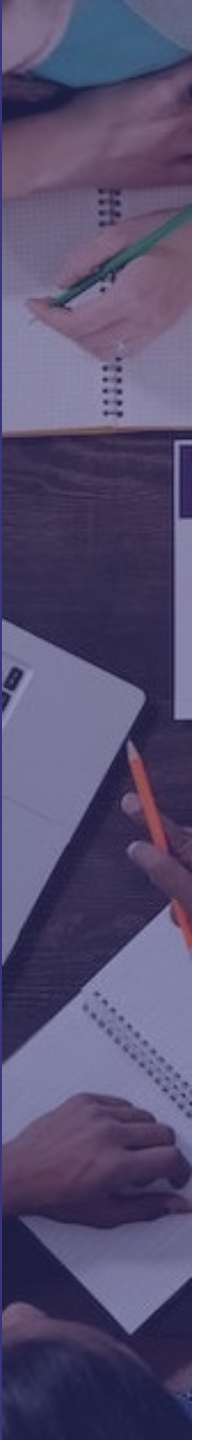
Who can evaluate?

Independent

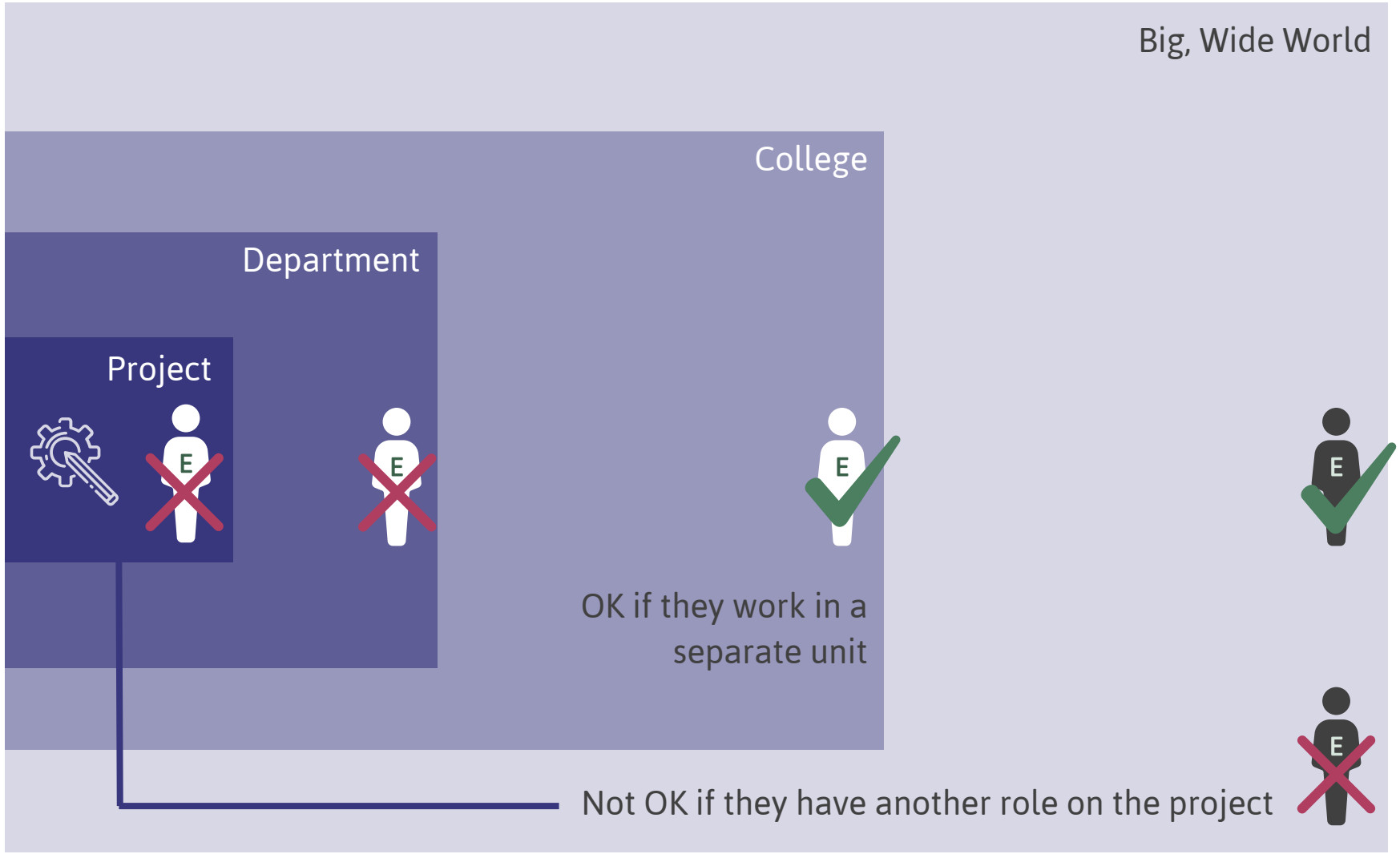
EVALUATOR

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





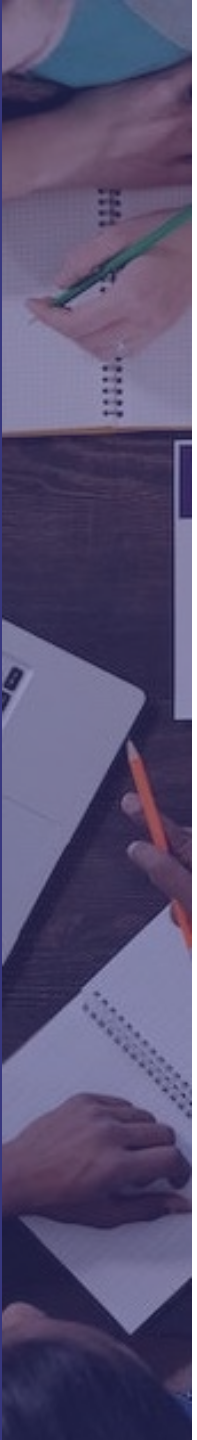
What counts as an independent?



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



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

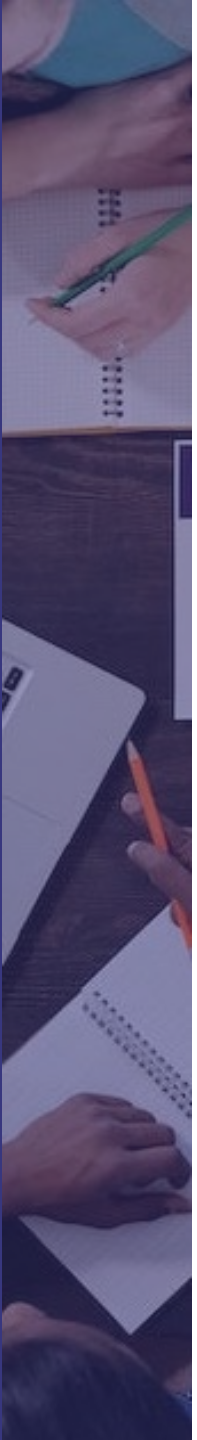
Evaluator B

- 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



Which evaluator would you recommend?

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What is your experience with project evaluation?

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- Recipient of Outstanding Evaluation award from American Evaluation Association

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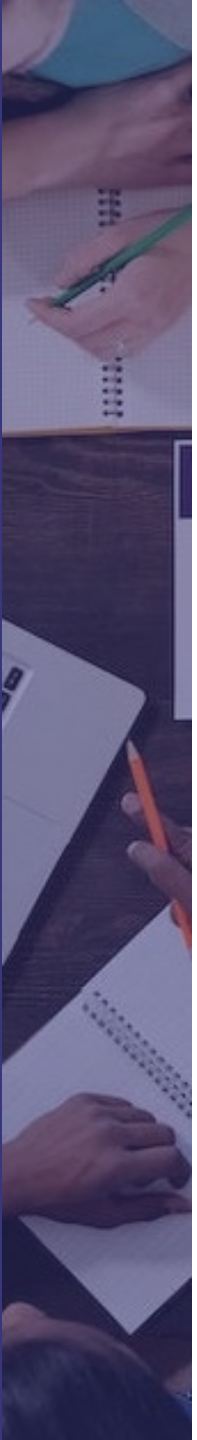

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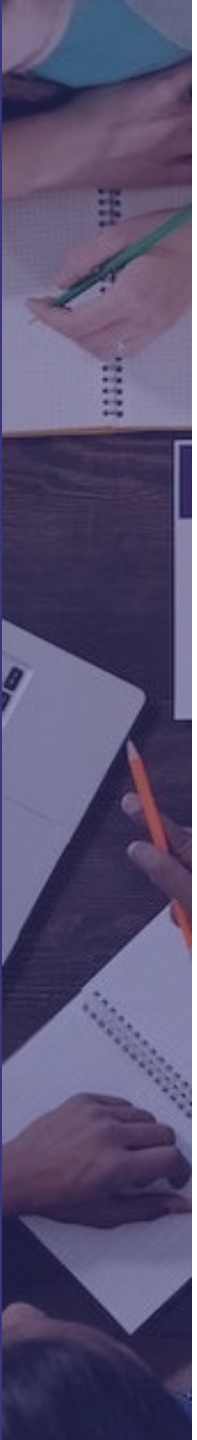
Do you have time to work on my project's evaluation?

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

Do they have experience with ATE projects?



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?

Evaluator C

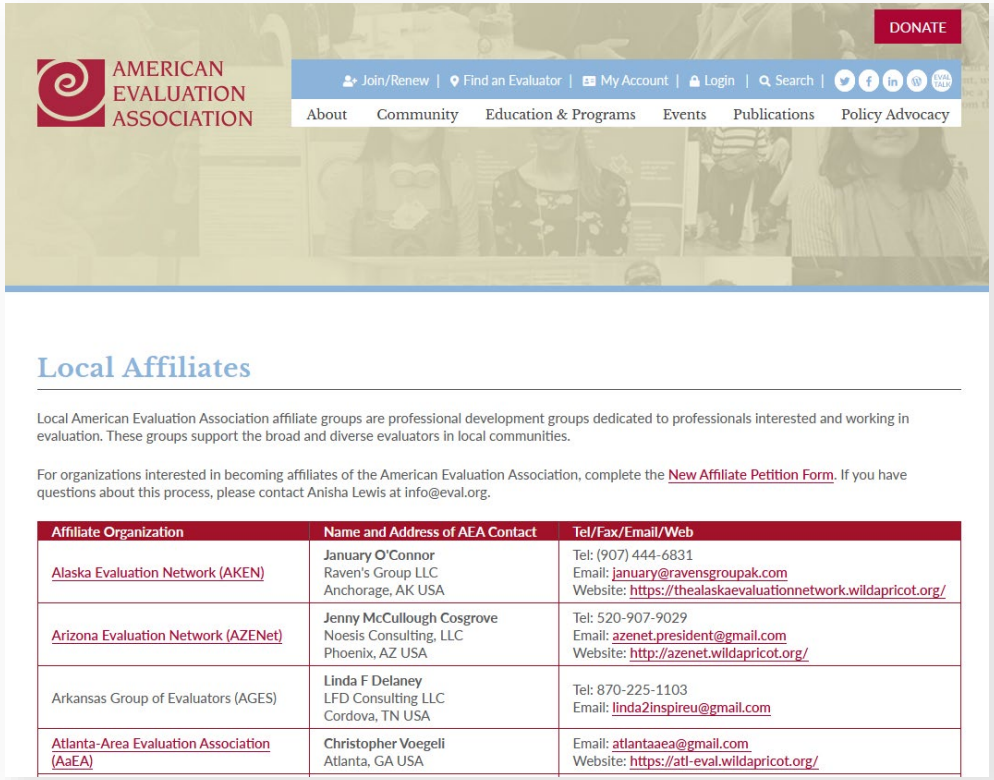
- M.S., Information technology
- Retired dean of technical programs at community college
- Received more than $4 million in NSF grants over 20-year career

Where do I find an evaluator?

Finding
AN EVALUATOR

American Evaluation Association (AEA)
my.eval.org/find-an-evaluator

AEA Local Affiliate Groups
eval.org/community/local-affiliates



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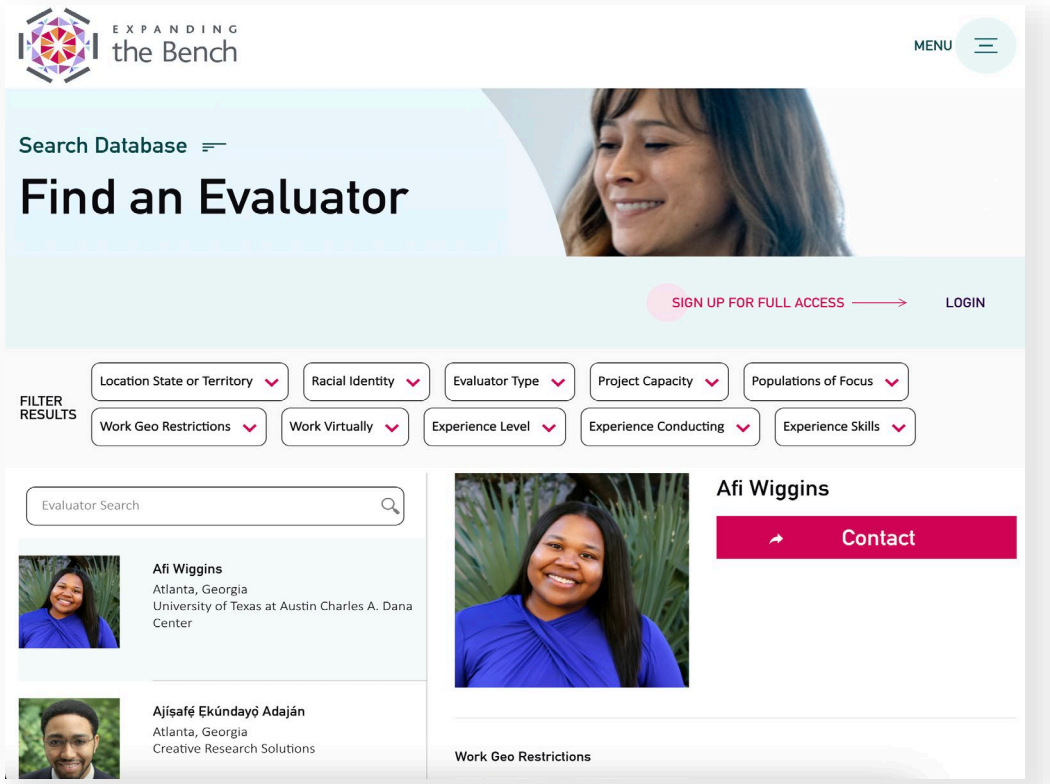
Expanding the Bench
expandingthebench.org/ace/evaluators



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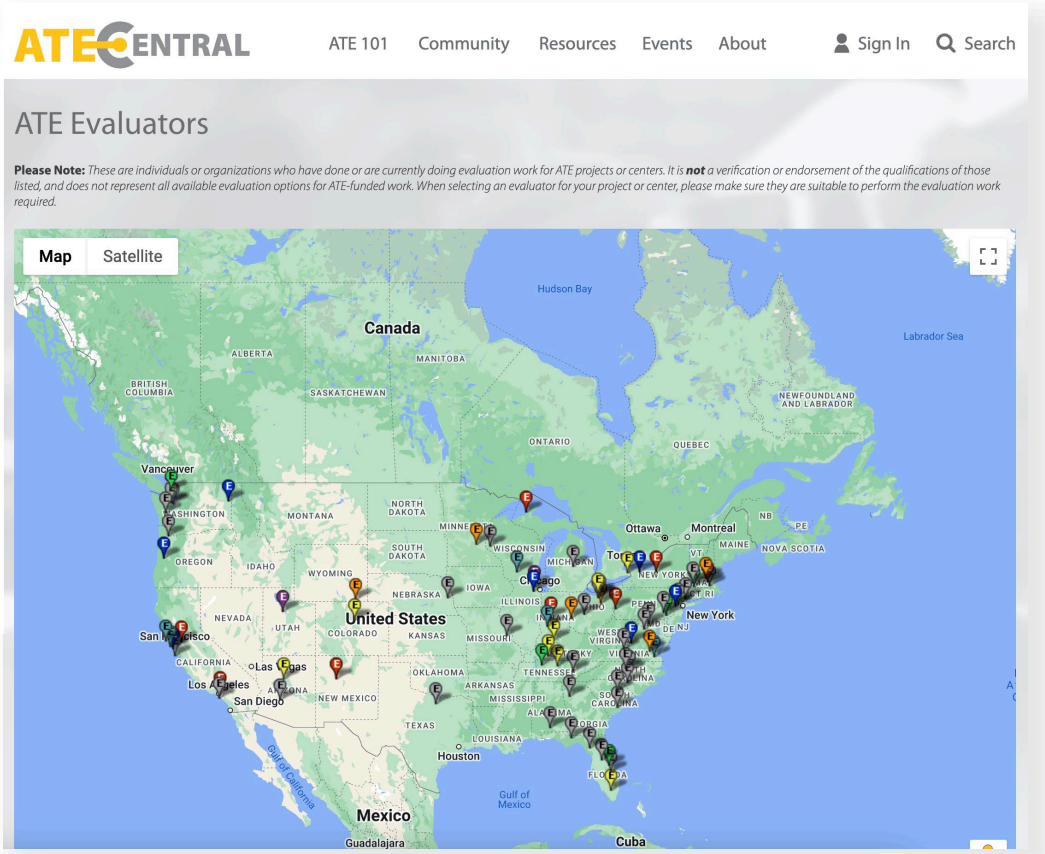
Expanding the Bench
Expandingthebench.org/ace/evaluators

ATE Evaluator Map on ATE Central
atecentral.net/evaluators



Procuring

AN EVALUATOR

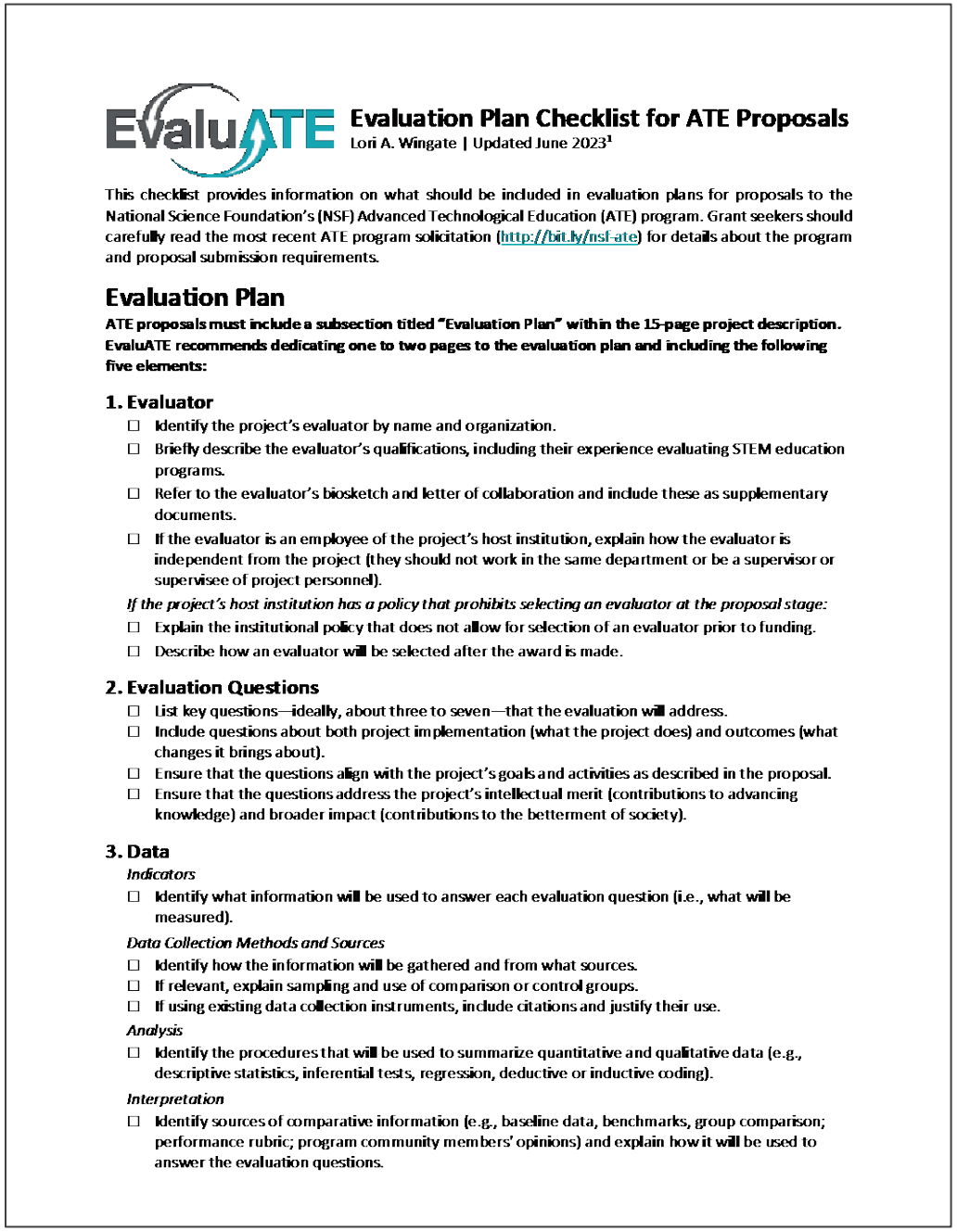
STEP 1: Talk with your procurement office at your institution to determine your path.

TWO BASIC PATHS

- Institution policies allow you to name an evaluator in your proposal → **Search for and choose an evaluator**
- Institution policies does not allow you to name an evaluator in your proposal → **Use EvaluATE's resources**

Resources

WRITING EVALUATION PLANS



EvaluATE

Evaluation Plan Checklist for ATE Proposals

Lori A. Wingate | Updated June 2023[1]

This checklist provides information on what should be included in evaluation plans for proposals to the National Science Foundation's (NSF) Advanced Technological Education (ATE) program. Grant seekers should carefully read the most recent ATE program solicitation (http://bit.ly/nsf-ate) for details about the program and proposal submission requirements.

Evaluation Plan

ATE proposals must include a subsection titled "Evaluation Plan" within the 15-page project description. EvaluATE recommends dedicating one to two pages to the evaluation plan and including the following five elements:

1. Evaluator

- ☐ Identify the project's evaluator by name and organization.
- ☐ Briefly describe the evaluator's qualifications, including their experience evaluating STEM education programs.
- ☐ Refer to the evaluator's biosketch and letter of collaboration and include these as supplementary documents.
- ☐ If the evaluator is an employee of the project's host institution, explain how the evaluator is independent from the project (they should not work in the same department or be a supervisor or supervisee of project personnel).

If the project's host institution has a policy that prohibits selecting an evaluator at the proposal stage:

- ☐ Explain the institutional policy that does not allow for selection of an evaluator prior to funding.
- ☐ Describe how an evaluator will be selected after the award is made.

2. Evaluation Questions

- ☐ List key questions—ideally, about three to seven—that the evaluation will address.
- ☐ Include questions about both project implementation (what the project does) and outcomes (what changes it brings about).
- ☐ Ensure that the questions align with the project's goals and activities as described in the proposal.
- ☐ Ensure that the questions address the project's intellectual merit (contributions to advancing knowledge) and broader impact (contributions to the betterment of society).

3. Data

Indicators

- ☐ Identify what information will be used to answer each evaluation question (i.e., what will be measured).

Data Collection Methods and Sources

- ☐ Identify how the information will be gathered and from what sources.
- ☐ If relevant, explain sampling and use of comparison or control groups.
- ☐ If using existing data collection instruments, include citations and justify their use.

Analysis

- ☐ Identify the procedures that will be used to summarize quantitative and qualitative data (e.g., descriptive statistics, inferential tests, regression, deductive or inductive coding).

Interpretation

- ☐ Identify sources of comparative information (e.g., baseline data, benchmarks, group comparison; performance rubric; program community members' opinions) and explain how it will be used to answer the evaluation questions.

Resources

ATE EVALUATION COACHING

evalu-ate.org/coaching

Amy Germuth

Lola Adedokun

Keith Sturgis

CONNECT WITH US

On LinkedIn
bit.ly/eval-li

Through our website
evalu-ate.org