A large black circle is centered on a teal square background. The text "Evaluation Basics for Non-evaluators" is written in white inside the circle. Below the circle, the text "The webinar will begin at 1 p.m. Eastern" is written in white.

Evaluation Basics for Non-evaluators

The webinar will begin at 1 p.m. Eastern

The slide features the title "Introductions" at the top. Below it are three circular headshots of speakers: Mike Lesiecki, Lori Wingate, and Elaine Craft. Under each headshot is the speaker's name and their affiliation logo: Luka Partners, EvaluATE (The Evaluation Center at Western Michigan University), and MENTOR CONNECT.

Introductions

		
Mike Lesiecki	Lori Wingate	Elaine Craft
	 	

Behind the Scenes



Emma Perk



Cynthia Williams



Janet Pinhorn



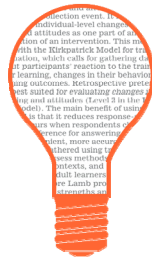
Shannon Payne



Webinars



Resource Library



Blog and Newsletter



ATE Survey Data

www.evaluate-ate.org



Join us next month for
**Creating One-Page Reports:
A Strategy for Engaging Busy Readers**
April 18, 2018 1-2 p.m. Eastern



Webinars

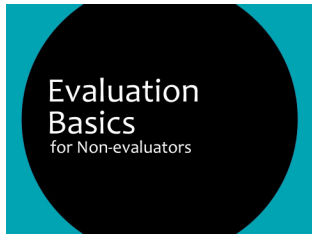
www.evaluateate.org



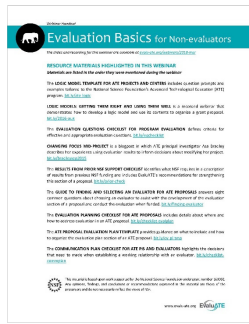
www.mentor-connect.org



Materials




Slides



Resource Handout



Recording

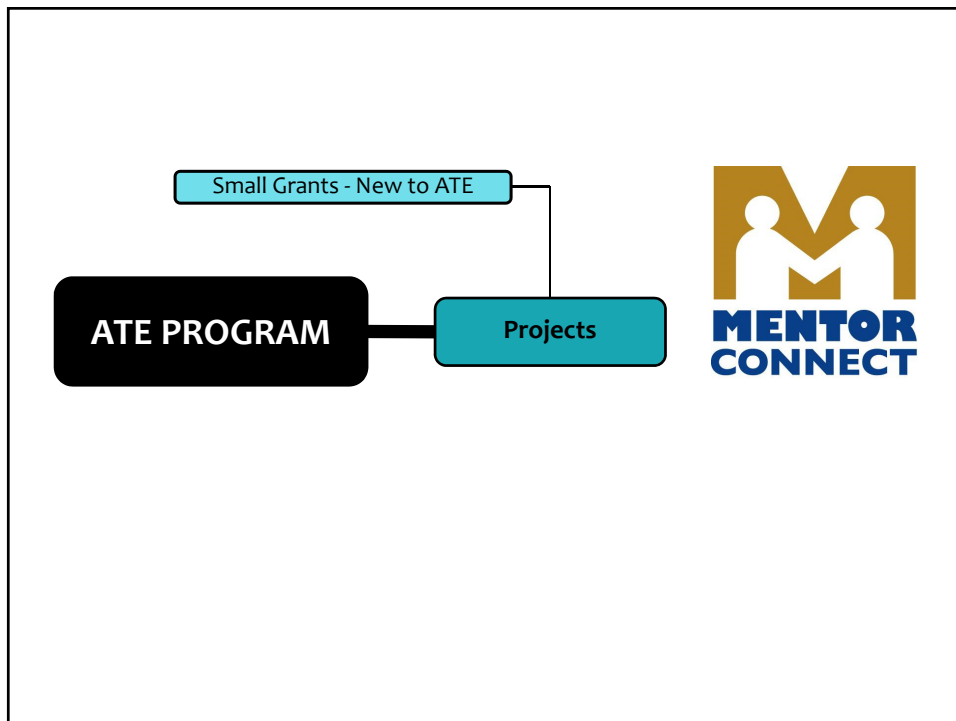
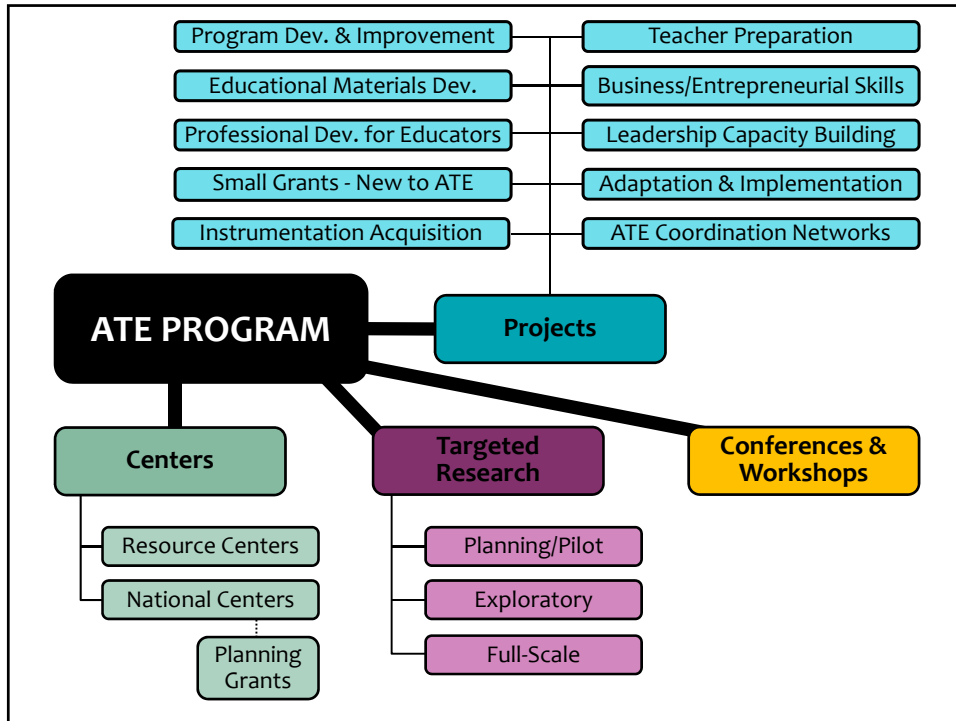


This material is based upon work supported by the National Science Foundation under grant number 1600992.

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.



ADVANCED TECHNOLOGICAL EDUCATION
www.nsf.gov/ate



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.







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*?



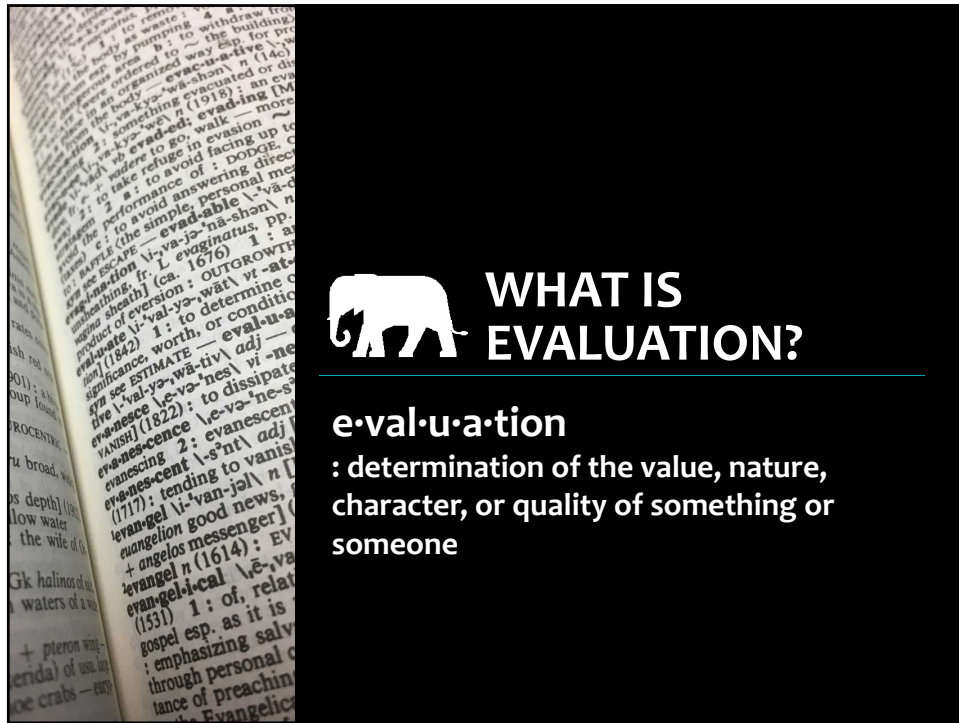
What will happen? 

How much does it cost? 

Where does it go in a proposal? 

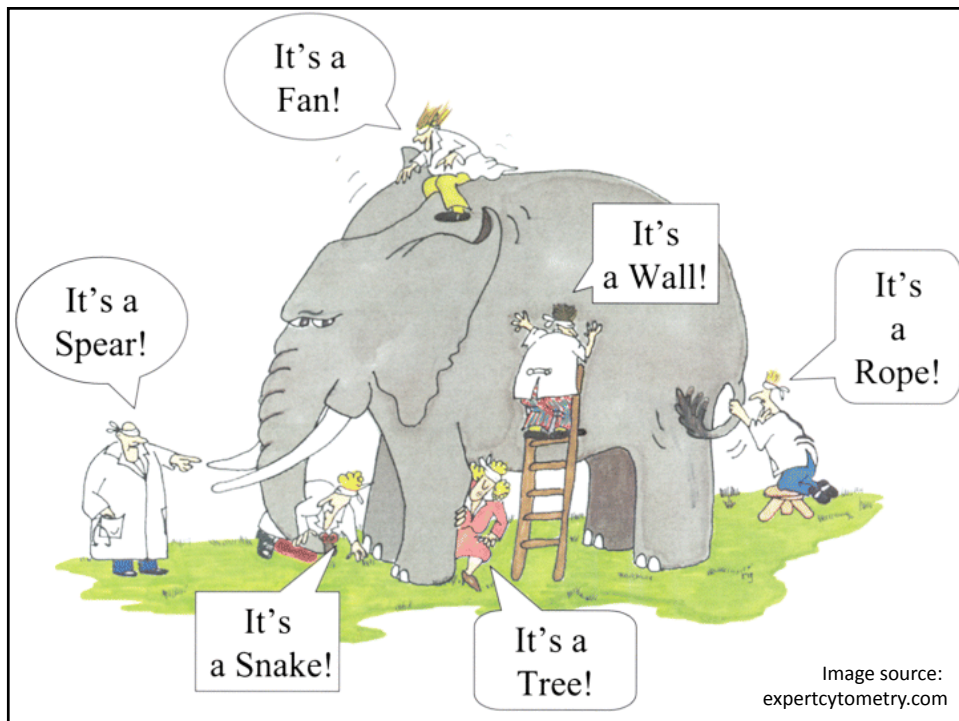
Why do it? 

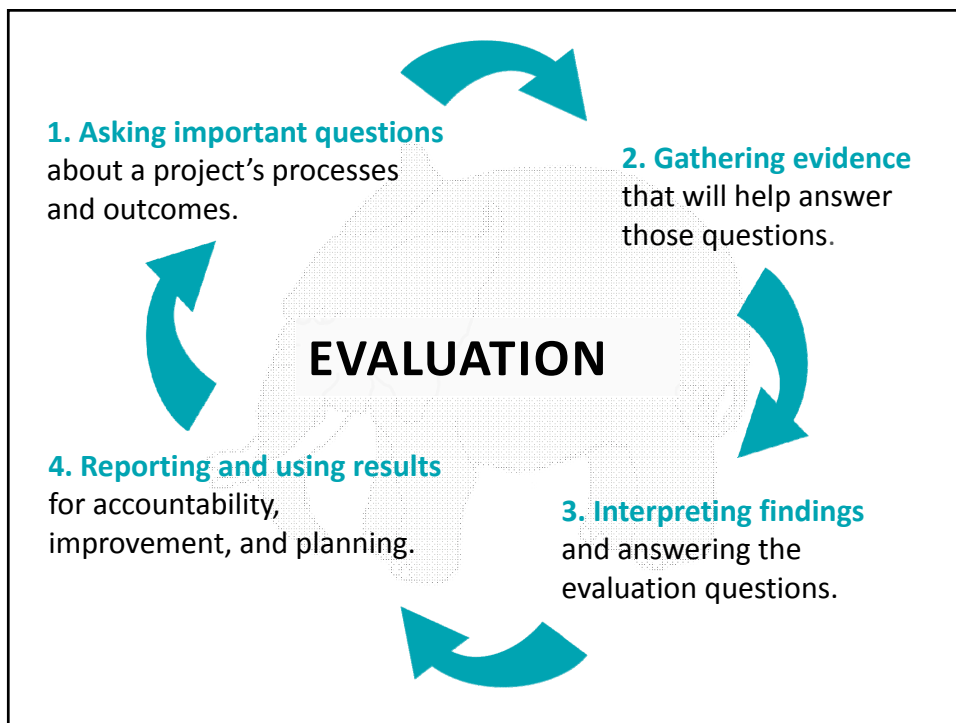
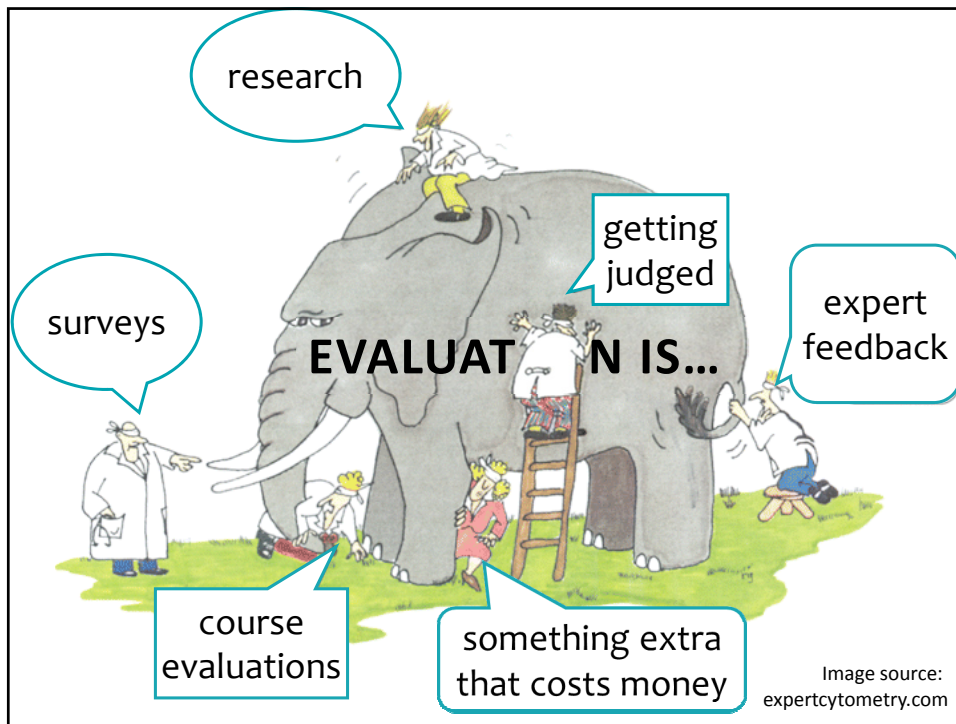
Who can do it?

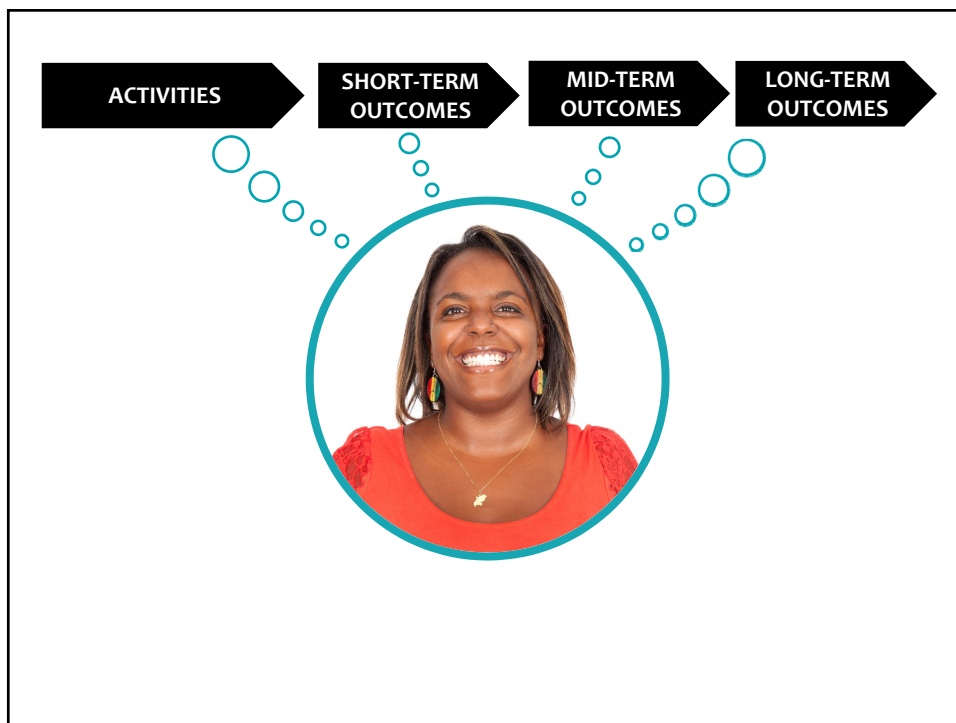
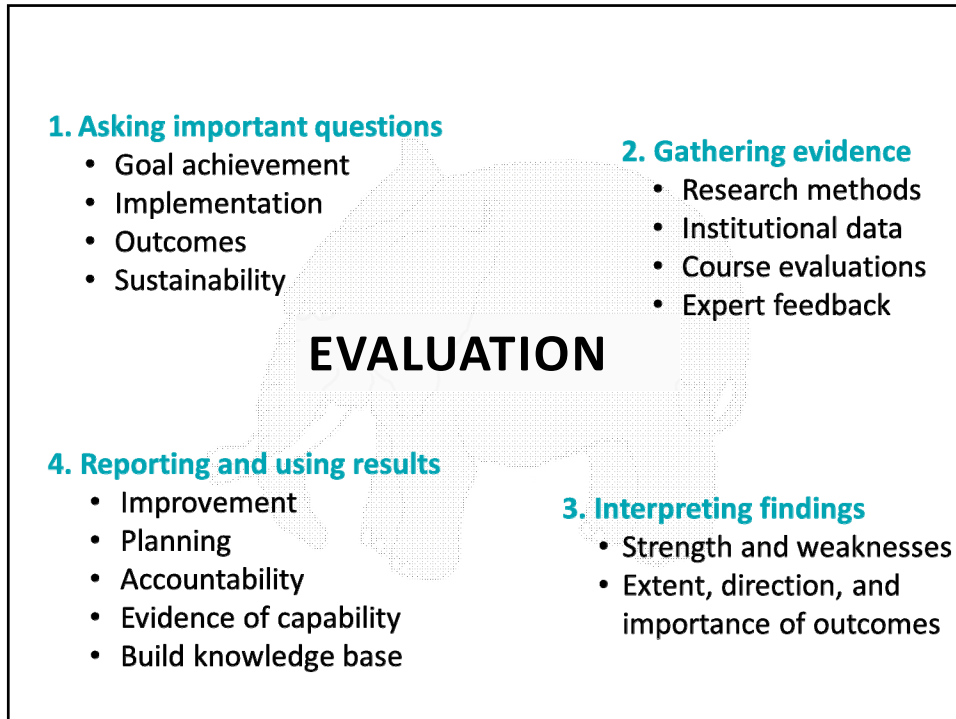


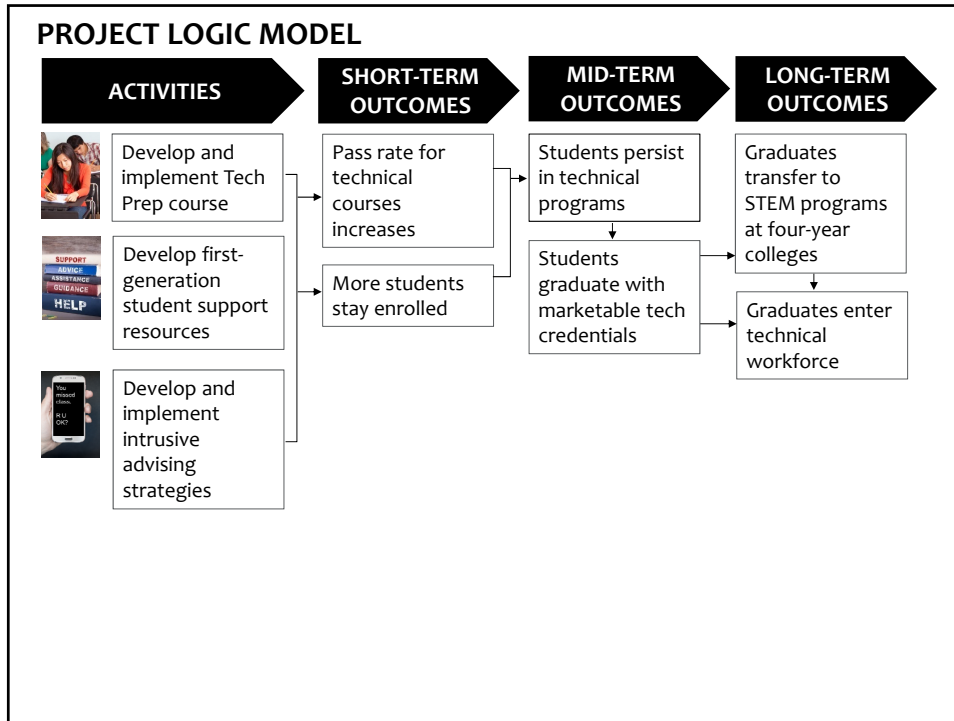
WHAT IS EVALUATION?

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







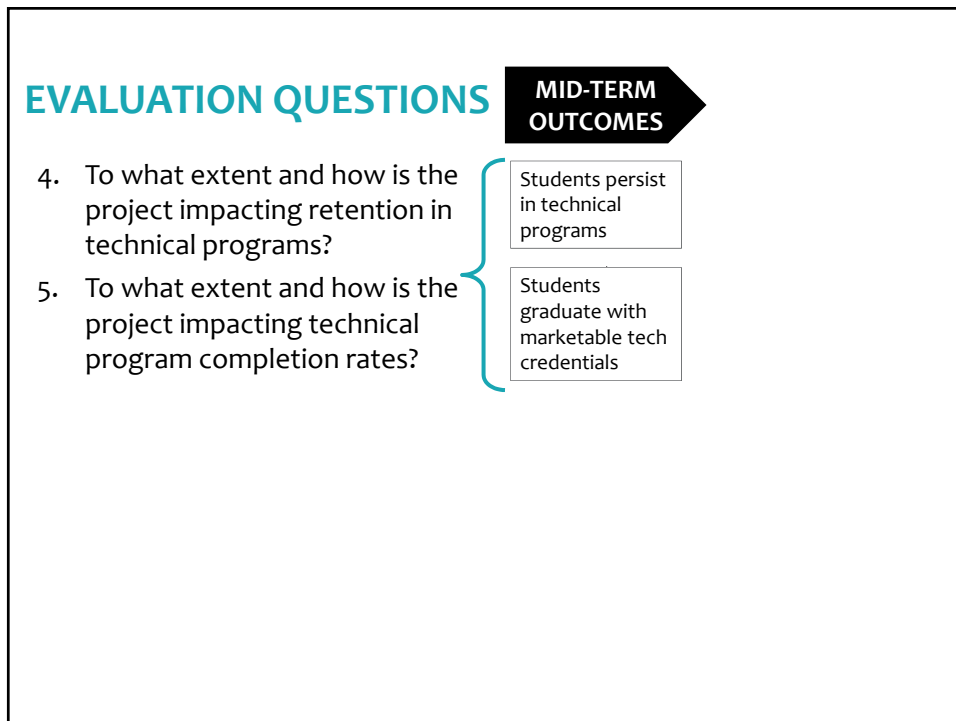
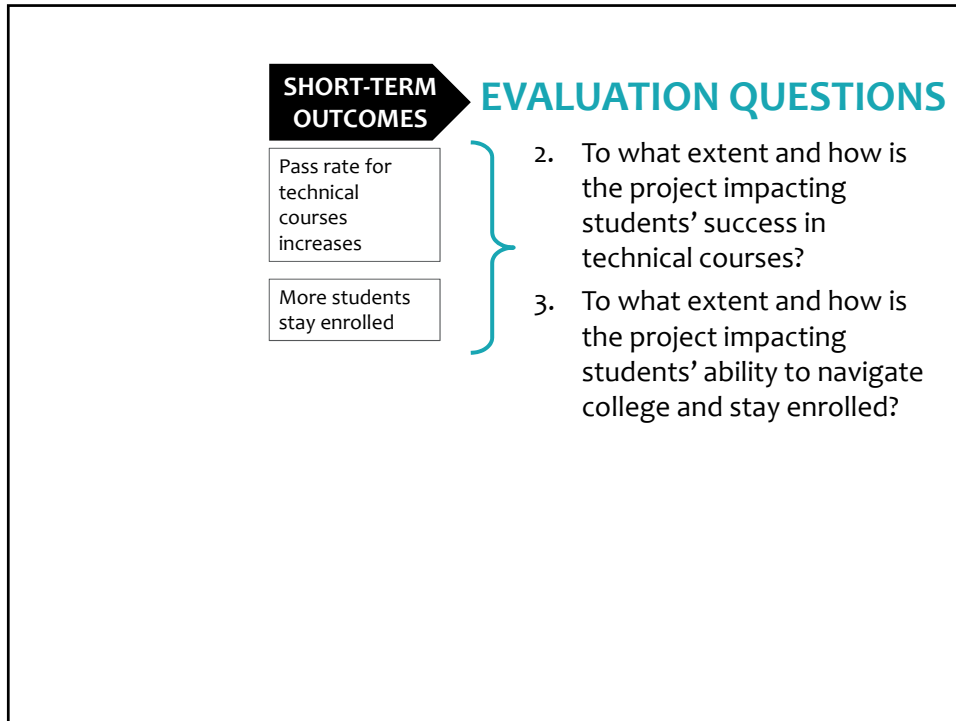


ACTIVITIES

EVALUATION QUESTIONS

This slide focuses on the 'ACTIVITIES' stage of the logic model. It lists the same three activities as the logic model and poses an evaluation question.

1. To what extent are the Tech Prep course, first-generation student resources, and intrusive advising meeting the needs of students?



EVALUATION QUESTIONS

1. To what extent are the Tech Prep course, first-generation student resources, and intrusive advising meeting the needs of students?
2. To what extent and how is the project impacting students' success in technical courses?
3. To what extent and how is the project impacting students' ability to navigate college and stay enrolled?
4. To what extent and how is the project impacting retention in technical programs?
5. To what extent and how is the project impacting technical program completion rates?

Process

Outcome

Webinar Handout

Evaluation Basics for Non-evaluators

The slides and recording for this webinar are available at evalu-ate.org/webinars/2018-mar

RESOURCE MATERIALS HIGHLIGHTED IN THIS WEBINAR
Materials are listed in the order they were mentioned during the webinar

The **LOGIC MODEL TEMPLATE FOR ATE PROJECTS AND CENTERS** includes question prompts and examples tailored to the National Science Foundation's Advanced Technological Education (ATE) program. bit.ly/20c-logic

LOGIC MODELS: GETTING THEM RIGHT AND USING THEM WELL is a recorded webinar that demonstrates how to develop a logic model and use its contents to organize a grant proposal. bit.ly/2016-aisg

The **EVALUATION QUESTIONS CHECKLIST FOR PROGRAM EVALUATION** defines criteria for effective and appropriate evaluation questions. bit.ly/ev-checklist

CHANGING FOCUS MID-PROJECT is a blogpost in which ATE principal investigator Asa Bradley describes her experience using evaluation results to inform decisions about modifying her project. bit.ly/bradleycp2015

The **RESULTS FROM PRIOR NSF SUPPORT CHECKLIST** identifies what NSF requires in a description of results from previous NSF funding and includes Evaluate's recommendations for strengthening this section of a proposal. bit.ly/prior-check

The **GUIDE TO FINDING AND SELECTING AN EVALUATOR FOR ATE PROPOSALS** answers eight common questions about choosing an evaluator to assist with the development of the evaluation section of a proposal and conduct the evaluation when funded. bit.ly/finding-evaluator

The **EVALUATION PLANNING CHECKLIST FOR ATE PROPOSALS** includes details about where and how to address evaluation in an ATE proposal. bit.ly/ev-pl-tmp

The **ATE PROPOSAL EVALUATION PLAN TEMPLATE** provides guidance on what to include and how to organize the evaluation plan section of an ATE proposal. bit.ly/ev-pl-tmp

The **COMMUNICATION PLAN CHECKLIST FOR ATE PIs AND EVALUATORS** highlights the decisions that need to be made when establishing a working relationship with an evaluator. bit.ly/checklist-complan

This material is based upon work supported by the National Science Foundation under grant number 160992. 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.


www.evalu-ate.org Evaluate

RESOURCES

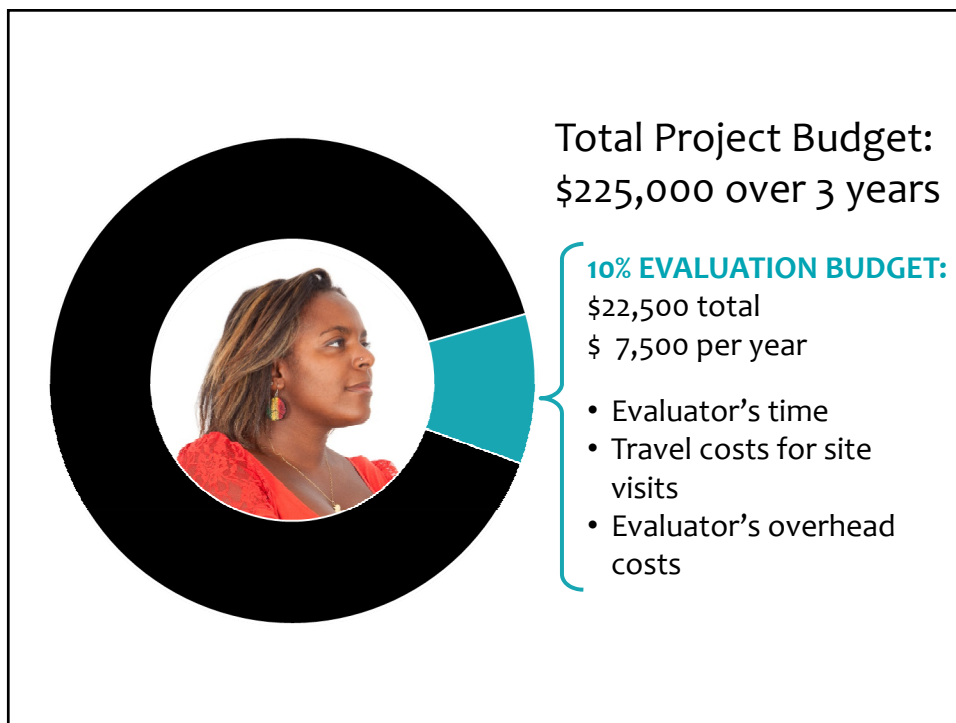
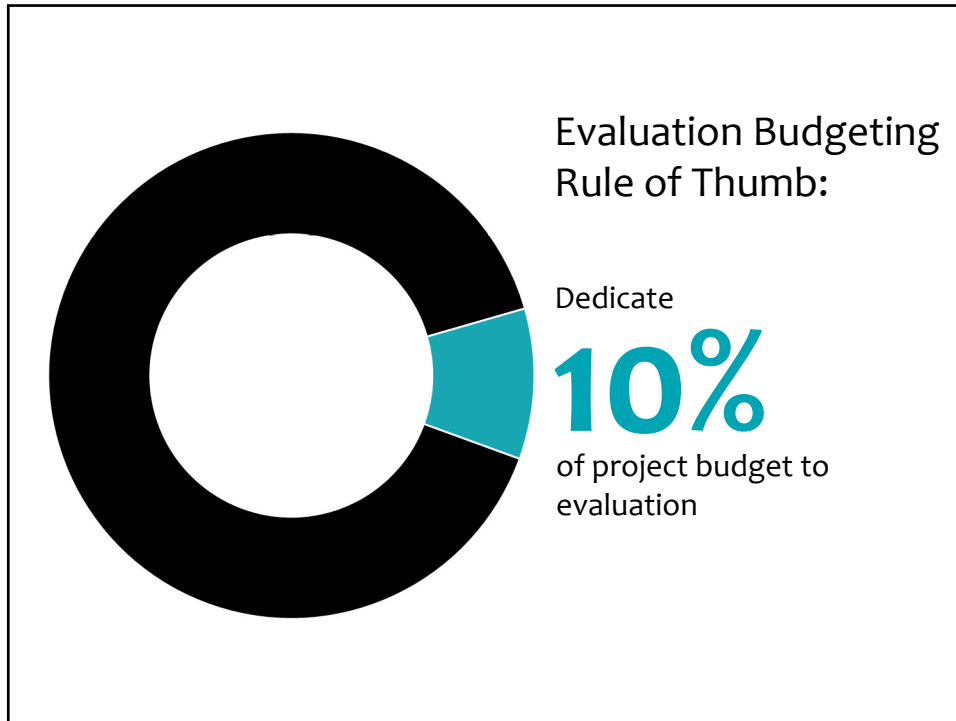
- Logic Model Template for ATE Projects and Centers
- Logic Models: Getting Them Right and Using Them Well
- Evaluation Questions Checklist for Program Evaluation



\$ HOW MUCH WILL 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.**



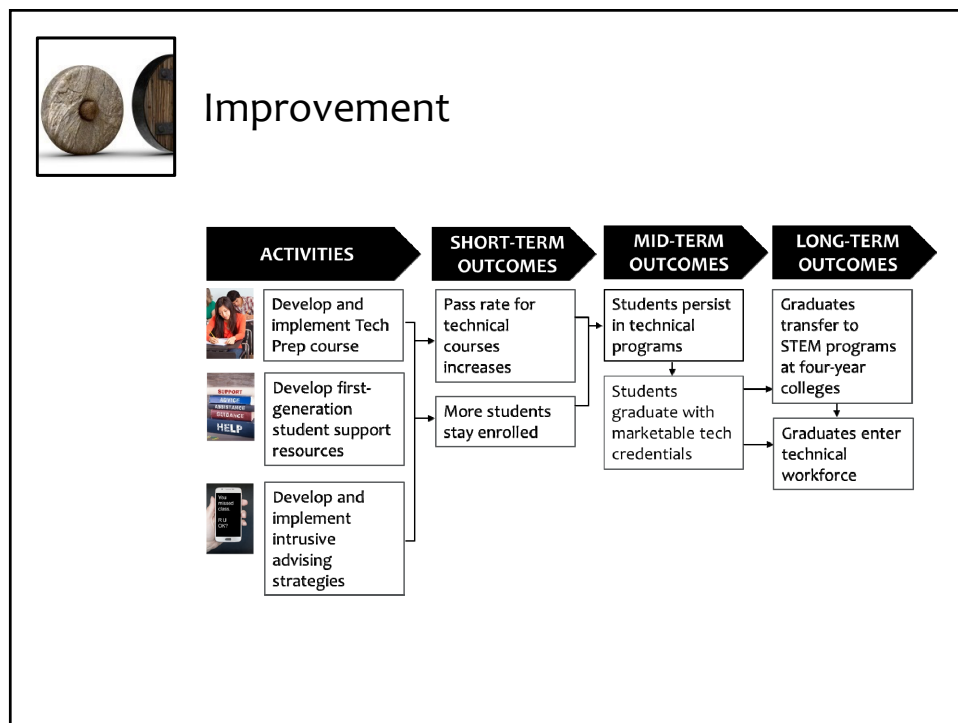


EVALUATION: All projects and centers carry out evaluative activities. **The funds to support an evaluator independent of the project or center must be requested** and the requested funds must match the scope of the proposed evaluative activities.

INDEPENDENT EVALUATION IS REQUIRED



? WHY DO IT?



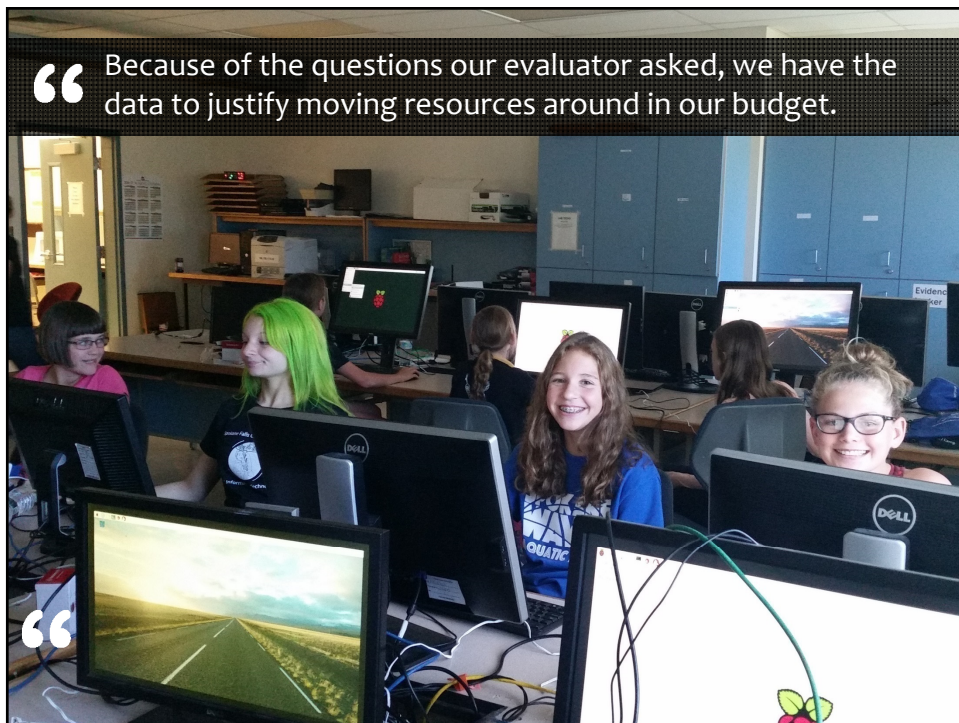
Rebranding the 21st Century IT Technician



Asa Bradley, Spokane Community College



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





Accountability

Annual reports submitted by principal investigators to NSF:

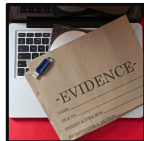
Cover	Accomplishments	Products	Participants	Impact	Changes/ Problems	Special Req's
-------	-----------------	----------	--------------	--------	----------------------	------------------

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

- Use data to justify change in project plans



RESEARCH.GOV



Evidence



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	Example B	Example C
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.	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.	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.

POLL: Which is the best evidence of outcomes?

Example A	Example B	Example C
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.	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.	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.

Webinar Handout

Evaluation Basics for Non-evaluators

The slides and recording for this webinar are available at evalu-ate.org/webinars/2018-mar

RESOURCE MATERIALS HIGHLIGHTED IN THIS WEBINAR

Materials are listed in the order they were mentioned during the webinar

The **LOGIC MODEL TEMPLATE FOR ATE PROJECTS AND CENTERS** includes question prompts and examples tailored to the National Science Foundation's Advanced Technological Education (ATE) program. bit.ly/ate-logic

LOGIC MODELS: GETTING THEM RIGHT AND USING THEM WELL is a recorded webinar that demonstrates how to develop a logic model and use its contents to organize a grant proposal. bit.ly/2016-aug

The **EVALUATION QUESTIONS CHECKLIST FOR PROGRAM EVALUATION** defines criteria for effective and appropriate evaluation questions. bit.ly/eq-checklist

CHANGING FOCUS MID-PROJECT is a blogpost in which ATE principal investigator Asa Bradley describes her experience using evaluation results to inform decisions about modifying her project. bit.ly/bradleysep2015


The **RESULTS FROM PRIOR NSF SUPPORT CHECKLIST** identifies what NSF requires in a description of results from previous NSF funding and includes EvaluateATE's recommendations for strengthening this section of a proposal. bit.ly/rfprior-check


The **GUIDE TO FINDING AND SELECTING AN EVALUATOR FOR ATE PROPOSALS** answers eight common questions about choosing an evaluator to assist with the development of the evaluation section of a proposal and conduct the evaluation when funded. bit.ly/finding-evaluator

The **EVALUATION PLANNING CHECKLIST FOR ATE PROPOSALS** includes details about where and how to address evaluation in an ATE proposal. bit.ly/checklist-evalplan



The **ATE PROPOSAL EVALUATION PLAN TEMPLATE** provides guidance on what to include and how to organize the evaluation plan section of an ATE proposal. bit.ly/ev-pl-template


The **COMMUNICATION PLAN CHECKLIST FOR ATE PIs AND EVALUATORS** highlights the decisions that need to be made when establishing a working relationship with an evaluator. bit.ly/checklist-communicate

 This material is based upon work supported by the National Science Foundation under grant number 160092. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the presenter and do not necessarily reflect the views of NSF.


www.evalu-ate.org 

RESOURCES

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



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!

PROFESSIONAL ASSOCIATIONS {  AMERICAN EVALUATION ASSOCIATION  Canadian Evaluation Society

ACADEMIC JOURNALS {  JMDE  AMERICAN JOURNAL OF EVALUATION

PROFESSIONALS { 

Photo credit: American Evaluation Association | www.eval.org



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?

Evaluator A	Evaluator B	Evaluator C
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• M.S., Information technology• Retired dean of technical programs at community college• Received more than \$4 million in NSF grants over 20-year career

What is your **experience with project evaluation?**

Evaluator A	Evaluator B	Evaluator C
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• M.S., Information technology• 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?

Evaluator A	Evaluator B	Evaluator C
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • M.S., Information technology • Retired dean of technical programs at community college • Received more than \$4 million in NSF grants over 20-year career

What research methods do you have experience with?

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

Webinar Handout



Evaluation Basics for Non-evaluators

RESOURCE

The slides and recording for this webinar are available at eval-ate.org/webinars/2018-mar

RESOURCE MATERIALS HIGHLIGHTED IN THIS WEBINAR
Materials are listed in the order they were mentioned during the webinar

The **LOGIC MODEL TEMPLATE FOR ATE PROJECTS AND CENTERS** includes question prompts and examples tailored to the National Science Foundation's Advanced Technological Education (ATE) program. bit.ly/atsc-logic

LOGIC MODELS: GETTING THEM RIGHT AND USING THEM WELL is a recorded webinar that demonstrates how to develop a logic model and use its contents to organize a grant proposal. bit.ly/2016-asm

The **EVALUATION QUESTIONS CHECKLIST FOR PROGRAM EVALUATION** defines criteria for effective and appropriate evaluation questions. bit.ly/checklist

CHANGING FOCUS MID-PROJECT is a blogpost in which ATE principal investigator Asa Bradley describes her experience using evaluation results to inform decisions about modifying her project. bit.ly/bradleycp2015


The **RESULTS FROM PRIOR NSF SUPPORT CHECKLIST** identifies what NSF requires in a description of results from previous NSF funding and includes Evaluate's recommendations for strengthening this section of a proposal. bit.ly/prior-check


The **GUIDE TO FINDING AND SELECTING AN EVALUATOR FOR ATE PROPOSALS** answers eight common questions about choosing an evaluator to assist with the development of the evaluation section of a proposal and conduct the evaluation when funded. bit.ly/finding-evaluator


The **EVALUATION PLANNING CHECKLIST FOR ATE PROPOSALS** includes details about where and how to address evaluation in an ATE proposal. bit.ly/checklist-evalplan

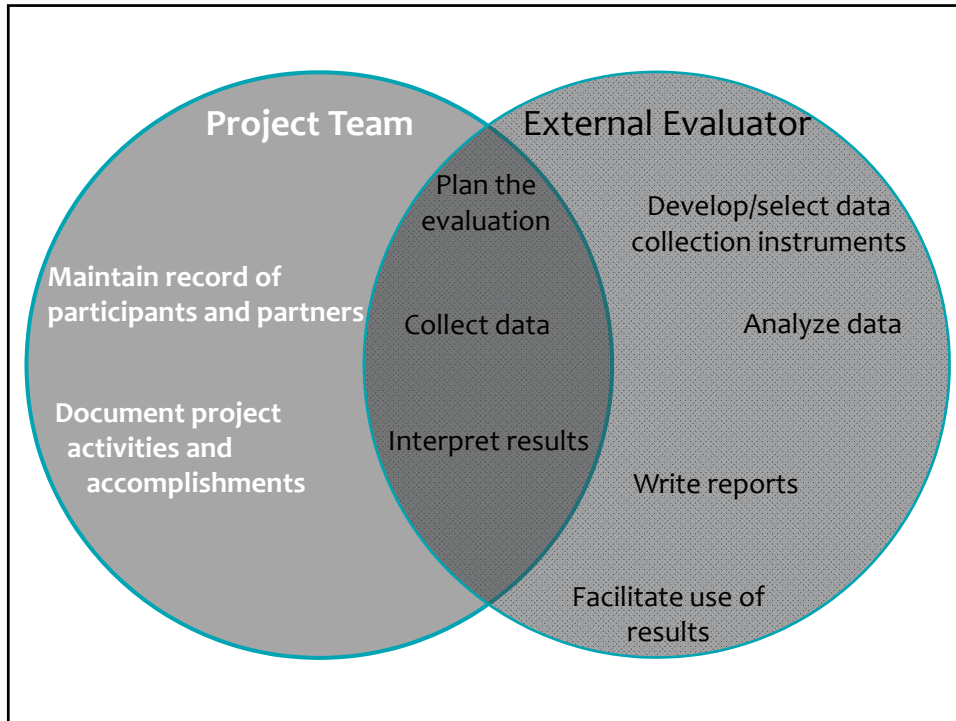
The **ATE PROPOSAL EVALUATION PLAN TEMPLATE** provides guidance on what to include and how to organize the evaluation plan section of an ATE proposal. bit.ly/ev-pl-tmp

The **COMMUNICATION PLAN CHECKLIST FOR ATE PIs AND EVALUATORS** highlights the decisions that need to be made when establishing a working relationship with an evaluator. bit.ly/checklist-commplan

 This material is based upon work supported by the National Science Foundation under grant number 160992. 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.

www.eval-ate.org 

 **Guide to Finding and Selecting an Evaluator**



THE NATIONAL SCIENCE FOUNDATION

PROPOSAL & AWARD POLICIES AND PROCEDURES GUIDE

Effective January 29, 2018
NSF 18-1
OMB Control Number 3145-0058

Always check NSF's PAPPG!


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

Updated for 2018



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.

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

Project Description

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

Evaluation Plan



- 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.

Webinar Handout

Evaluation Basics for Non-evaluators

The slides and recording for this webinar are available at evalu-ate.org/webinars/2018-mar

RESOURCE MATERIALS HIGHLIGHTED IN THIS WEBINAR
Materials are listed in the order they were mentioned during the webinar

The **LOGIC MODEL TEMPLATE FOR ATE PROJECTS AND CENTERS** includes question prompts and examples tailored to the National Science Foundation's Advanced Technological Education (ATE) program. bit.ly/atsc-logic

LOGIC MODELS: GETTING THEM RIGHT AND USING THEM WELL is a recorded webinar that demonstrates how to develop a logic model and use its contents to organize a grant proposal. bit.ly/2016-atsc

The **EVALUATION QUESTIONS CHECKLIST FOR PROGRAM EVALUATION** defines criteria for effective and appropriate evaluation questions. bit.ly/eqschecklist

CHANGING FOCUS MID-PROJECT is a blogpost in which ATE principal investigator Asa Bradley describes her experience using evaluation results to inform decisions about modifying her project. bit.ly/bradleycp2015

The **RESULTS FROM PRIOR NSF SUPPORT CHECKLIST** identifies what NSF requires in a description of results from previous NSF funding and includes Evaluate's recommendations for strengthening this section of a proposal. bit.ly/prior-check


The **GUIDE TO FINDING AND SELECTING AN EVALUATOR FOR ATE PROPOSALS** answers eight common questions about choosing an evaluator to assist with the development of the evaluation section of a proposal and conduct the evaluation when funded. bit.ly/finding-evaluator

The **EVALUATION PLANNING CHECKLIST FOR ATE PROPOSALS** includes details about where and how to address evaluation in an ATE proposal. bit.ly/checklist-evalplan



The **ATE PROPOSAL EVALUATION PLAN TEMPLATE** provides guidance on what to include and how to organize the evaluation plan section of an ATE proposal. bit.ly/ev-pl-tmp

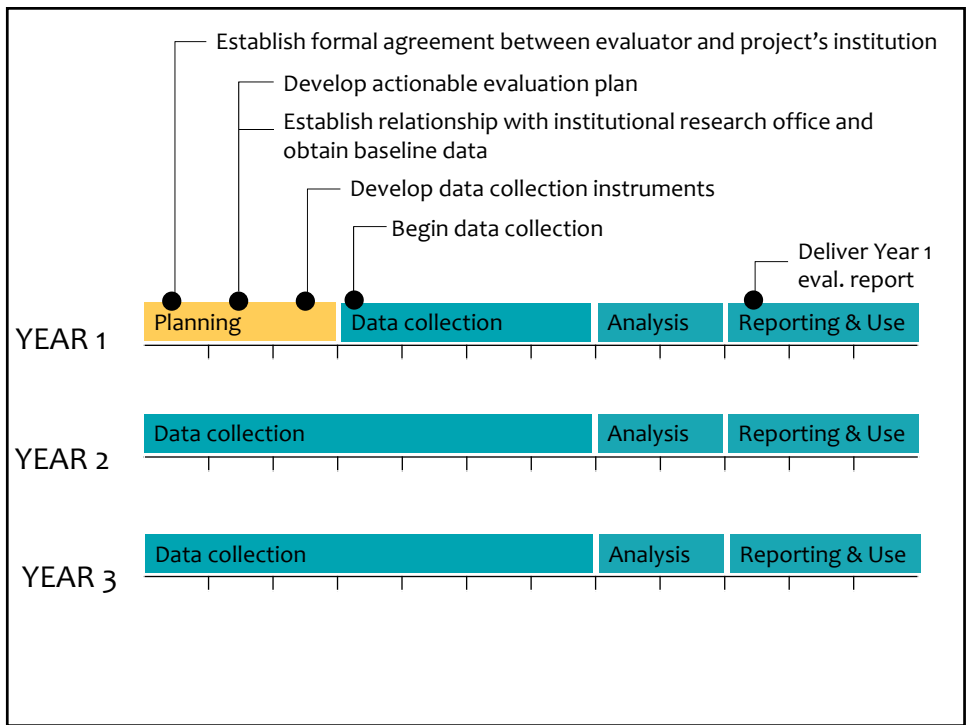
The **COMMUNICATION PLAN CHECKLIST FOR ATE PIs AND EVALUATORS** highlights the decisions that need to be made when establishing a working relationship with an evaluator. bit.ly/checklist-complan

This material is based upon work supported by the National Science Foundation under grant number 160992. 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.

www.evalu-ate.org 

RESOURCES

-  Evaluation Planning Checklist for ATE Proposals
-  ATE Proposal Evaluation Plan Template



Webinar Handout

Evaluation Basics for Non-evaluators

The slides and recording for this webinar are available at evalu-ate.org/webinars/2018-mar

RESOURCE MATERIALS HIGHLIGHTED IN THIS WEBINAR
Materials are listed in the order they were mentioned during the webinar

The **LOGIC MODEL TEMPLATE FOR ATE PROJECTS AND CENTERS** includes question prompts and examples tailored to the National Science Foundation's Advanced Technological Education (ATE) program. bit.ly/ate-logic

LOGIC MODELS: GETTING THEM RIGHT AND USING THEM WELL is a recorded webinar that demonstrates how to develop a logic model and use its contents to organize a grant proposal. bit.ly/2016-aug

The **EVALUATION QUESTIONS CHECKLIST FOR PROGRAM EVALUATION** defines criteria for effective and appropriate evaluation questions. bit.ly/ev-checklist

CHANGING FOCUS MID-PROJECT is a blogpost in which ATE principal investigator Asa Brackley describes her experience using evaluation results to inform decisions about modifying her project. bit.ly/brackleysep2015


The **RESULTS FROM PRIOR NSF SUPPORT CHECKLIST** identifies what NSF requires in a description of results from previous NSF funding and includes EvaluateATE's recommendations for strengthening this section of a proposal. bit.ly/prior-check


The **GUIDE TO FINDING AND SELECTING AN EVALUATOR FOR ATE PROPOSALS** answers eight common questions about choosing an evaluator to assist with the development of the evaluation section of a proposal and conduct the evaluation when funded. bit.ly/finding-evaluator

The **EVALUATION PLANNING CHECKLIST FOR ATE PROPOSALS** includes details about where and how to address evaluation in an ATE proposal. bit.ly/checklist-evalplan


The **ATE PROPOSAL EVALUATION PLAN TEMPLATE** provides guidance on what to include and how to organize the evaluation plan section of an ATE proposal. bit.ly/ev-pl-tpm

The **COMMUNICATION PLAN CHECKLIST FOR ATE PIs AND EVALUATORS** highlights the decisions that need to be made when establishing a working relationship with an evaluator. bit.ly/checklist-commplan


 This material is based upon work supported by the National Science Foundation under grant number 160092. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the presenter and do not necessarily reflect the views of NSF.

www.evalu-ate.org 

RESOURCE


 Communication Plan Checklist for ATE PIs and Evaluators


What is evaluation?



What will happen? 

Where does it go in a proposal? 

Who can do it? 

How much does it cost? 

Why do it? 