
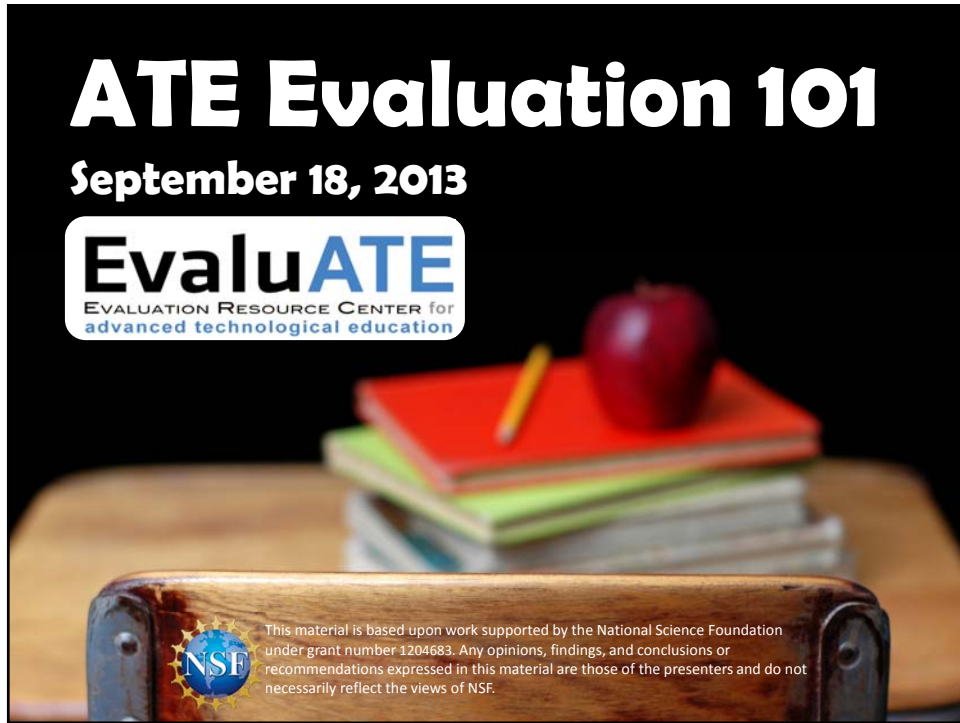



ATE Evaluation 101

September 18, 2013









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




Krystin


**Krystin
Martens**




**Lori
Wingate**




**Rachael
Bower**









**Elaine
Craft**



**Karen
Austin**





Materials

Webinar Handout
ATE Evaluation 101
 by Rachel Bower, Elaine Craft, Krystin Martens, and Lori Wingate

This material is based upon work supported by the National Science Foundation under Grant No. 1104643. The contents reflect the views of the authors and not necessarily those of NSF.

The recording, slides, and handout for this webinar are available from ate.nsf.gov/sept_2013.

ATE Central Resources
ATE Central (atecentral.edu) is an information hub for the ATE community that supports and promotes the work of the ATE program. Valuable resources for new and veteran ATE grantees include the ATE Central Handbook, Outreach Kit, Outreach Map, Social Media Toolbox, and ATE Events Calendar. ATE Central also serves as a library for the ATE community, maintaining digital records about each grant and its resources.

Evaluation Purposes
In the ATE context, grant-level evaluation serves three main purposes:

1. Learn how the project could be improved as it is implemented (formative evaluation)
2. Provide conclusions, supported by evidence, of the quality and impact of your achievements (summative evaluation)
3. Document what you did with the grant money (accountability). To maintain a project file as a record of your activities and accomplishments, e.g., see atecentral.edu/central/docs/evaluation/evaluation_101_04.pdf

Use/Dissemination of Evaluation Results
Formative evaluation reports/feedback are mostly for PI and other grant staff to use internally and share with the collaboration via email to make sure the project is continuing to meet its goals and make adjustments when necessary. Annual summative evaluation reports should be submitted to your program office via Report@ate.nsf.gov as part of annual reports. (To find out about the goals in your annual report, see atecentral.edu/central/docs/evaluation/evaluation_101_04.pdf) Other places where information from your evaluation will come in handy include the following:

- Annual Survey of ATE Centers (conducted annually February-March) www.atecentral.edu/central/docs/evaluation/evaluation_101_04.pdf
- News proposals. If the PI is a PI on the proposal has received prior funding from NSF related to the proposal, you must add the project description with a section titled "Results from NSF Prior Support" in which you provide "evidence of the quality and effectiveness" of your prior work. See the ATE program web page at www.atecentral.edu/central/docs/evaluation/evaluation_101_04.pdf.
- ATE Centers Impact Books (published biannually) www.atecentral.edu/central/docs/evaluation/evaluation_101_04.pdf

What to Expect from your External Evaluator
Typically, an evaluator for an ATE grant should provide a detailed evaluation plan, at least one interim report per year, annual reports, and opportunities to review and provide feedback on draft plans and materials. Most importantly, the evaluation should generate knowledge and insights you could not have obtained on your own.


Although you may include an evaluation plan in your proposal, due to space limitations, it likely did not include the level of detail necessary to make it actionable. An actionable evaluation plan should provide additional details about the purpose of the evaluation, questions it will address, methods for data collection and sources of information, specific procedures, deliverables and associated timelines, and a delineation of responsibilities.

Establishing Evaluation Needs and Expectations
For guidance on the first steps to take after you get your NSF award letter (with regard to getting your project and its evaluation off the ground), see Elaine Craft's Principal Investigator "To Do" Checklist Before Launching Your Project (available at atecentral.edu/central/docs/evaluation/evaluation_101_04.pdf). Be sure to review your funded proposal for information provided with your project plans, Review/Interim Data sources and partners, IRB requirements, Data management plan, evaluation activity timeline, model site evaluation/summative evaluation, and plan for evaluation project team communication and reporting deadlines.

PI's Golden Rule: Do not disperse money to partners/consultants before contractual obligations have been met, such as required reporting and providing data for evaluation.

Be aware that institutional research staff may assume that IPEDS (Integrated Postsecondary Education Data System) data will serve your needs. However, IPEDS data are limited to first-time, full-time freshmen cohorts. When you meet with your data person, be prepared to convey your specific data needs, including broader data parameters, cohort attributes, data capture dates, and comparison data.

EvaluATE www.atecentral.edu/central/docs/evaluation/evaluation_101_04.pdf | (518) 387-5895 | Western Michigan University



Krystin

← - Handout
 - Slides
 - Recording

Available from
evalu-ate.org/events/sept_2013

or the **Recent Additions**
 section of our homepage
 (through November 2013)

©2013 EvaluATE

www.evalu-ate.org

2

Objectives



Krystin

By the end of the webinar, you will

- Know where and who to go to for help as you launch your ATE project
- Understand the role of evaluation in your ATE grant and what to do with evaluation results
- Know the key issues to discuss with partners and evaluators to establish clear expectations and cooperative working relationships

A graphic for 'ATE Central Resources' featuring a portrait of Rachael Bower, a stack of books, a red apple, and a wooden chair back against a black background.

ATE Central Resources

Rachael Bower

What is ATE Central?



Rachael



an information hub for the ATE community that supports and promotes the work of the ATE program through **services**, **publications**, and **tools** designed for ATE grantees and the audiences they reach

Information Portal



Rachael

ATE Central collects, organizes, and disseminates information about:

- ATE **projects** and **centers**
- **Resources** used and created by ATE projects and centers
- **Events** sponsored, hosted, or attended by the ATE community

What can we do for you?



Rachael

ATE Central has a variety of materials that can help as you get underway with your new project or center:

- ATE Handbook
- Portal & Resource Collection
- Outreach Kit
- ATE Central Connection
- Events Calendar & Widget
- Activity Reports
- Archiving Information



ATE Central Handbook



Rachael

Support and best practices for ATE projects and centers:

- ATE 101
- Finding Partners and Collaborators
- Outreach Planning
- Managing and Sharing Deliverables
- Other Key ATE Players
- Data Management



ATE Central acts as a library for the ATE community

Creates digital records about


- each project or center and
- any affiliated resources



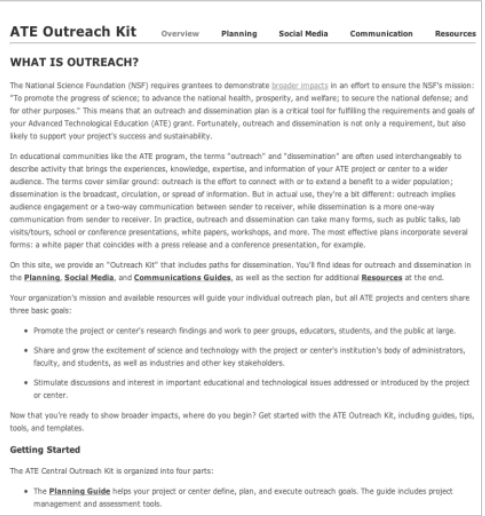
ATE Outreach Kit

Outreach support specifically for ATE projects and centers:

- Outreach Planning
- Social Media
- Communication
- Outreach Resources
- Identifying Audience



Rachael





Who's Your Audience?

(Be very specific—e.g., second-year female welding students)


Identifying your Audience



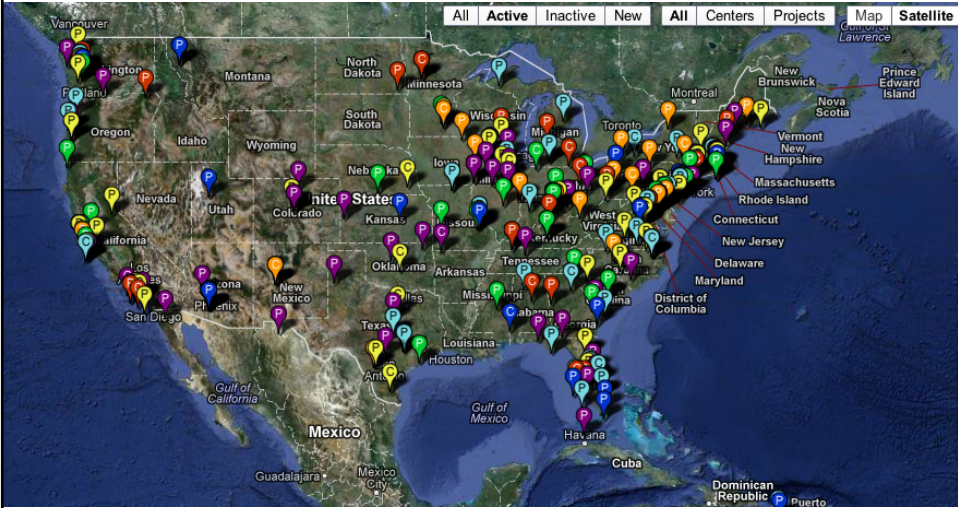
Rachael

- Who are your potential collaborators on campus?
- Which news outlets might be interested in this work?
- What professional associations might be interested in the outcomes of this project?
- Which specific groups could use and benefit from the deliverables of your project or center?
- Have you identified other ATE centers or projects engaged in similar work?


Finding Project and Center Collaborators: ATE Central Map



Rachael



ATE Social Media Directory



Rachael

Tracks social media channels for:

- ATE projects and centers
- NSF projects, directorates, and offices
- ATE-related organizations (AACC, AAAS, WGBH, etc.)

ATE Social Media Directory

Here is an online directory of ATE centers and projects that are using social media, along with some ATE partners and collaborators, so that you can easily find them for best practices, professional development, and staying in touch with the ATE community.

ATE Projects and Centers

PROJECT OR CENTER	SOCIAL MEDIA LINKS
360°	f in You Tube
AAAS Science & Technology Policy Fellowships	f in
Academy for College Excellence (ACE)	f in You Tube
Achieving Technological Literacy in Arizona for Students and Teachers (ATLAST Project)	f
Advanced Technological Education Television (ATETV)	f in You Tube v
Advanced Technology, Environmental, and Energy Center (ATEEC)	f in You Tube v B
AgrowKnowledge	f You Tube
AIM Institute	f in You Tube
Automotive Manufacturing Technical Education Collaborative (AMTEC)	f in You Tube
ATE Central	f in
ATE/Synergy	f in
Bio-Link	f in v
Boston Area Advanced Technological Education Connections (BATEC)	v

ATE Central Connection



Rachael



Emailed to you the first Monday of each month



Published the first Monday of each month, the ATE Central Connection is meant to disseminate information to and about ATE or projects, providing you with up-to-date ATE news, events, reminders, as well as highlighting new centers, projects, and research addition, we will also highlight an educational topic with complementary resources found within ATE Central to help illustrate how resources can be used in the classroom.

Subscribe

August 2013
Featured Center: Marine Advanced Technology Education Center
SHRE | Facebook | Twitter

July 2013
Featured Center: National Center for Supply Chain Education
SHRE | Facebook | Twitter

June 2013
Featured Project: Consortium for Education in Renewable Energy Technology
SHRE | Facebook | Twitter

May 2013
Featured Project: Development of a Technical Program in Stem Cell Technologies: Responding to an Emerging Need
SHRE | Facebook | Twitter

April 2013
Featured Project: HURI SUR: High School Undergraduate Research Initiative/Science Undergraduate Research Initiative
SHRE | Facebook | Twitter

March 2013
Featured Project: Digital Fabrication Learning Community
SHRE | Facebook | Twitter

Subscribe to learn about the ATE community – send us your news and events to highlight!

ATE Events Calendar & Widget



Rachael



The events widget is a tool that lets you stream events from our calendar to your site with just a snippet of code!

The ATE Central Calendar lists events hosted by or of interest to the ATE Community ... an events template makes submission easy!

ATE Central Activity Reports



Rachael



Emailed to you quarterly

Project/Center Information

authorized contact, website, project/center description, and associated social media

Project/Center Activity

project/center resources and events collected by ATE Central

Subject Area Activity

current and new resources and events collected by ATE Central in your project/center's primary ATE subject area

ATE-Wide Activity

resources and events within the entire ATE community


Never Too Early – What Will You Sustain and Archive?



Rachael


What are you sustaining?

- What's appropriate for your project or center?
- Look at deliverables – what should “live on”?
- Involve partners – industry, your institution, funders
- Look at real costs
- Think about:
 - Technologies
 - Activities
 - Materials
 - Data
 - Staff



ATE@20

Advancing Technological Education for Two Decades




Rachael

Book+Blog project that highlights the 20th anniversary of the ATE program with history, stories, data and pictures!

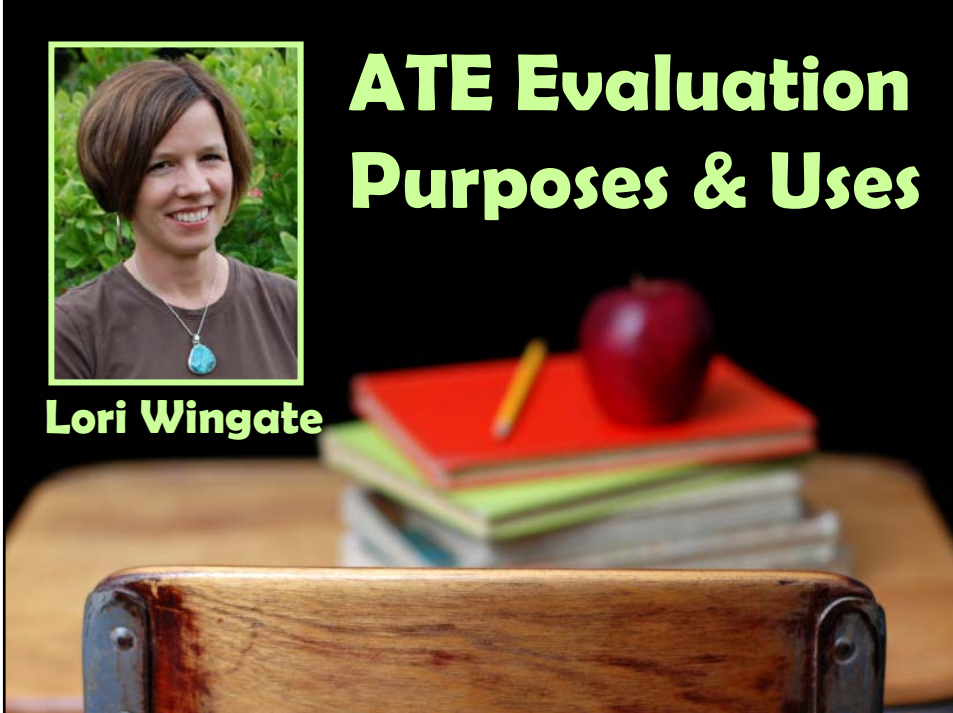
Blog – on ATE Central website

Book – distributed at the 2013 PI meeting




ATE Evaluation Purposes & Uses


Lori Wingate



How do you think about evaluation?

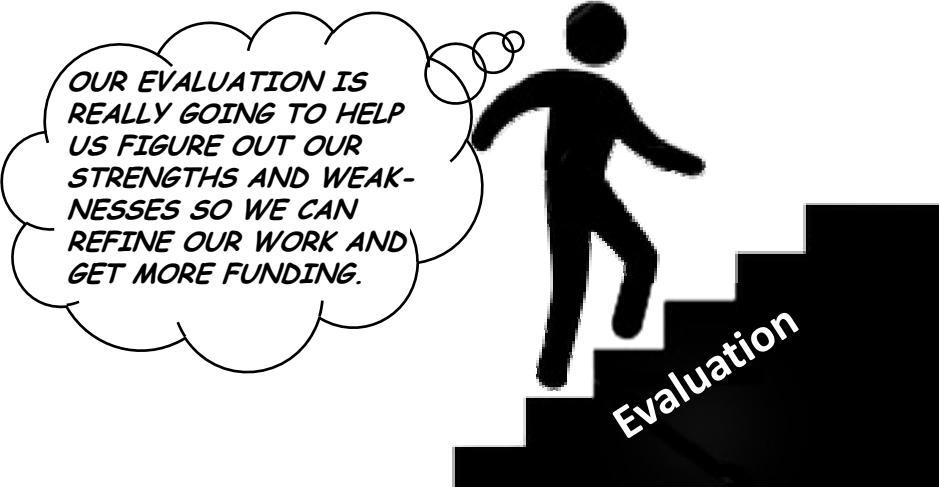


NSF SAYS WE HAVE TO HAVE AN EVALUATION, BUT WE HAVE BETTER USES FOR THE TIME AND MONEY IT REQUIRES.




Lori

How do you think about evaluation?



OUR EVALUATION IS REALLY GOING TO HELP US FIGURE OUT OUR STRENGTHS AND WEAKNESSES SO WE CAN REFINE OUR WORK AND GET MORE FUNDING.

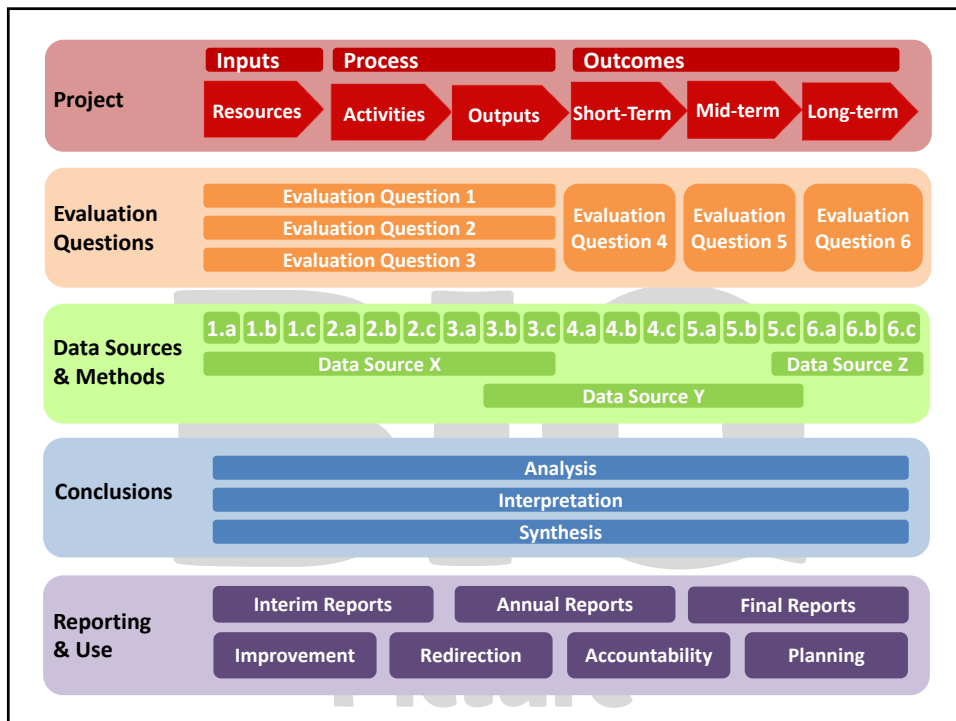


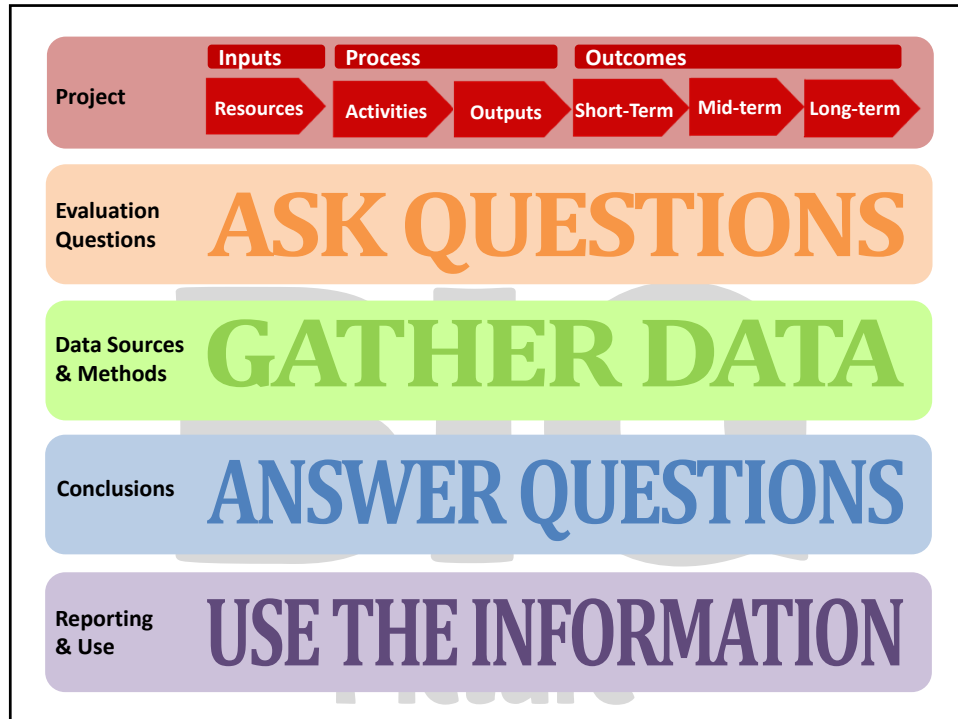
Lori

Evaluation: The BIG Picture



Lori





Evaluation Purposes



Lori

Learn how the project could be improved as it is implemented (**Formative evaluation**)

Provide conclusions about the quality and impact of a project's achievements (**Summative evaluation**)

Document what you did with the grant money (**Accountability**)

Formative Evaluation

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
- build evaluation and reflection on results into regular project operations



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?

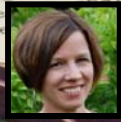
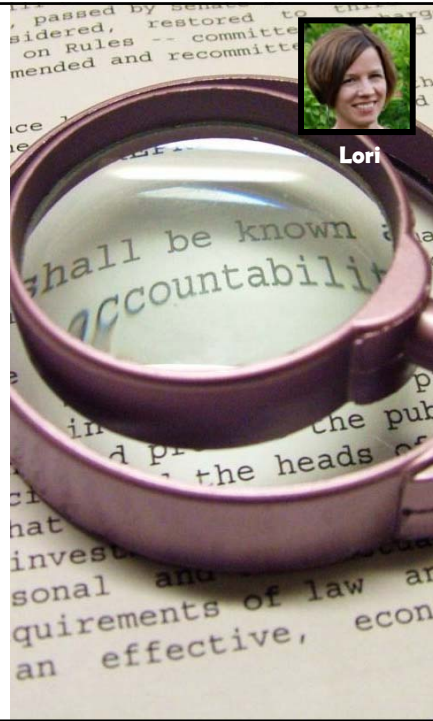
What are the project's **impacts**?

- 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)



Lori

Accountability

Create a project vita


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



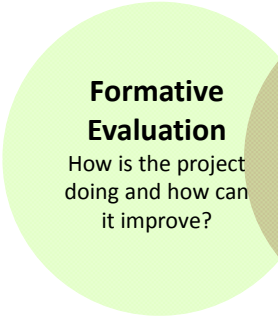
Lori

www.evaluate.org/about_us


Evaluation Purposes & Uses



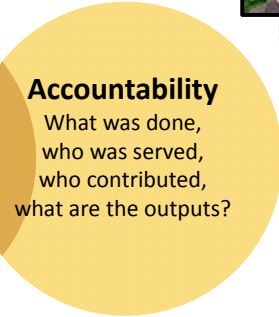
Lori



Formative Evaluation
How is the project doing and how can it improve?



Summative Evaluation
What is the quality and impact of the project?



Accountability
What was done, who was served, who contributed, what are the outputs?

- Feedback to project staff and internal stakeholders
- Formal report to key stakeholders
- Annual report to NSF
- New proposals
- ATE Impacts book (centers only)
- Annual ATE survey

Annual Reports to NSF



Lori



Cover

Accomplishments

Products

Participants

Impact

Changes/
Problems

Special
Requirements



- Goals
- Activities, Objectives, **Results**, and/or **Outcomes**
(upload evaluation report here)

Annual Reports to NSF



Lori

See EvaluATE's summary of Research.gov annual report components

Report headings and subheadings

National Science Foundation Annual Report Components

NSF-funded principal investigators submit annual reports to NSF via Research.gov. This document is a compilation of the Research.gov annual reports system components. This document was prepared by EvaluATE (NSF #1204683) to assist Advanced Technological Education (ATE) program grantees in preparing their annual reports. No modifications or additions have been made to the original text from Research.gov. This document identifies each component of the annual report and provides NSF's descriptions of what should be addressed in each section.

ACCOMPLISHMENTS

What was done? What was learned?

For NSF purposes, the PI should provide accomplishments in the context of the NSF merit review criteria of intellectual merit and broader impacts, and program specific review criteria specified in the solicitation. Please include any transformative outcomes or unanticipated discoveries as part of the Accomplishment section. The PI is reminded that the grantee is required to obtain prior written approval from the awarding agency grants official whenever there are significant changes in the project or its direction. See agency specific instructions for submission of these reports.

For purposes of NSF, please see Exhibit II-1 of the Award & Administration Guide for a complete listing of Grantee Notifications To and Requests For Approval From the National Science Foundation. If there is nothing significant to report during this reporting period, please check "Nothing to Report" if applicable.

What are the major goals of the project?

List the major goals of the project as stated in the approved application or as approved by the agency. If the application lists milestones/target dates for important activities or phases of the project, identify these dates and show actual completion dates or the percentage of completion.

What was accomplished under these goals (you must provide information for at least one of the 4 categories below)?

For this reporting period describe:

- 1) major activities
- 2) specific objectives
- 3) significant results, including major findings, developments, or conclusions (both positive and negative)
- 4) key outcomes or other achievements. Include a discussion of stated goals not met

What opportunities for training and professional development has the project provided?

Describe opportunities for training and professional development provided to anyone who worked on the project or anyone who was involved in the activities supported by the project. "Training" activities are those in which individuals with advanced professional skills and experience assist others in attaining greater proficiency.

Annual Reports to NSF



Lori

See EvaluATE's summary of Research.gov annual report components

Report headings and subheadings

NSF's description of what goes in each section

National Science Foundation Annual Report Components

NSF-funded principal investigators submit annual reports to NSF via Research.gov. This document is a compilation of the Research.gov annual reports system components. This document was prepared by EvaluATE (NSF #1204683) to assist Advanced Technological Education (ATE) program grantees in preparing their annual reports. No modifications or additions have been made to the original text from Research.gov. This document identifies each component of the annual report and provides NSF's descriptions of what should be addressed in each section.

ACCOMPLISHMENTS

What was done? What was learned?

For NSF purposes, the PI should provide accomplishments in the context of the NSF merit review criteria of intellectual merit and broader impacts, and program specific review criteria specified in the solicitation. Please include any transformative outcomes or unanticipated discoveries as part of the Accomplishment section. The PI is reminded that the grantee is required to obtain prior written approval from the awarding agency grants official whenever there are significant changes in the project or its direction. See agency specific instructions for submission of these reports.

For purposes of NSF, please see Exhibit II-1 of the Award & Administration Guide for a complete listing of Grantee Notifications To and Requests For Approval From the National Science Foundation. If there is nothing significant to report during this reporting period, please check "Nothing to Report" if applicable.

What are the major goals of the project?

List the major goals of the project as stated in the approved application or as approved by the agency. If the application lists milestones/target dates for important activities or phases of the project, identify these dates and show actual completion dates or the percentage of completion.

What was accomplished under these goals (you must provide information for at least one of the 4 categories below)?

For this reporting period describe:

- 1) major activities
- 2) specific objectives
- 3) significant results, including major findings, developments, or conclusions (both positive and negative)
- 4) key outcomes or other achievements. Include a discussion of stated goals not met

What opportunities for training and professional development has the project provided?

Describe opportunities for training and professional development provided to anyone who worked on the project or anyone who was involved in the activities supported by the project. "Training" activities are those in which individuals with advanced professional skills and experience assist others in attaining greater proficiency.

Annual Reports to NSF



Lori

See EvaluATE's summary of Research.gov annual report components

Report headings and subheadings

NSF's description of what goes in each section

National Science Foundation Annual Report Components

NSF-funded principal investigators submit annual reports to NSF via Research.gov. This document is a compilation of the Research.gov annual reports system components. This document was prepared by EvaluATE (NSF #1204683) to assist Advanced Technological Education (ATE) program grantees in preparing their annual reports. No modifications or additions have been made to the original text from Research.gov. This document identifies each component of the annual report and provides NSF's descriptions of what should be addressed in each section.

ACCOMPLISHMENTS

What was done? What was learned?

For NSF purposes, the PI should provide accomplishments in the context of the NSF merit review criteria of intellectual merit and broader impacts, and program specific review criteria specified in the solicitation. Please include any transformative outcomes or unanticipated discoveries as part of the Accomplishment section. The PI is reminded that the grantee is required to obtain prior written approval from the awarding agency grants official whenever there are significant changes in the project or its direction. See agency specific instructions for submission of these requests.

For purposes of NSF, please see Exhibit II-1 of the Award & Administration Guide for a complete listing of Grantee Notifications To and Requests For Approval From the National Science Foundation. If there is nothing significant to report during this reporting period, please check "Nothing to Report" if applicable.

What are the major goals of the project?

List the major goals of the project as stated in the approved application or as approved by the agency. If the application lists milestones/target dates for important activities or phases of the project, identify these dates and show actual completion dates or the percentage of completion.

What was accomplished under these goals (you must provide information for at least one of the 4 categories below)?

For this reporting period describe:

- 1) major activities
- 2) specific objectives
- 3) significant results, including major findings, developments, or conclusions (both positive and negative)
- 4) key outcomes or other achievements. Include a discussion of stated goals not met

What opportunities for training and professional development has the project provided?

Describe opportunities for training and professional development provided to anyone who worked on the project or anyone who was involved in the activities supported by the project. "Training" activities are those in which individuals with advanced professional skills and experience assist others in attaining greater proficiency.

evalu-ate.org/resources > keyword: Research.gov

Annual ATE Survey



Lori

EvaluATE
Research Resource Center
advanced technological education

Please log in:
NSF Award Number:
Email Address:
Password:

Welcome to the ATE Survey 2013

This survey's main purposes are to: (1) collect information about the National Science Foundation's Advanced Technological Education (ATE) and centers in their activities. Findings are used by NSF program staff to prepare their annual reports and make program decisions. ATE: p

Confidentiality rules for protection of survey information have changed since 2009. Some of the data collected from this survey will be shared. http://www.evalu-ate.org/annual_survey for details about data protections and uses.

Suggestions:

- We strongly recommend that you read through the [Survey FAQs](#) before beginning the survey
- To facilitate completion of the survey over time, you may wish to "bookmark" or "add to favorites" this login page and have your browser
- To avoid incorrectly keying in your password or award number, copy and paste from the email message that was sent to you request

The deadline for survey completion is **April 3, 2013**.

Questions regarding this survey should be directed to
Lori A. Wingate
The Evaluation Center, Western Michigan University
269-387-5922
lori.wingate@wmich.edu

Thank you for participating in this survey.
Lori Wingate, Principal Investigator

For example,

of students and their demographic characteristics

of professional development participants

of materials developed

www.evalu-ate.org/annual_survey

Proposals



Lori

Results from Prior NSF Support

“..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

= evaluation results!

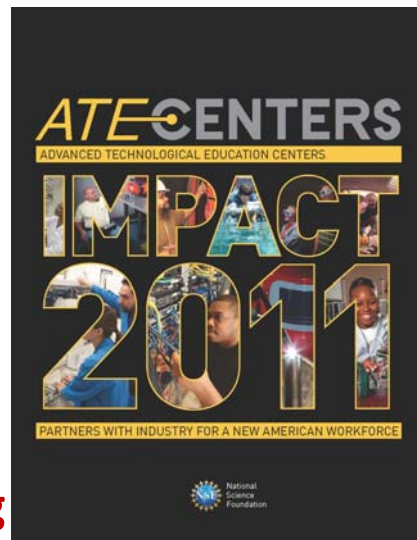


ATE Centers Book & Website

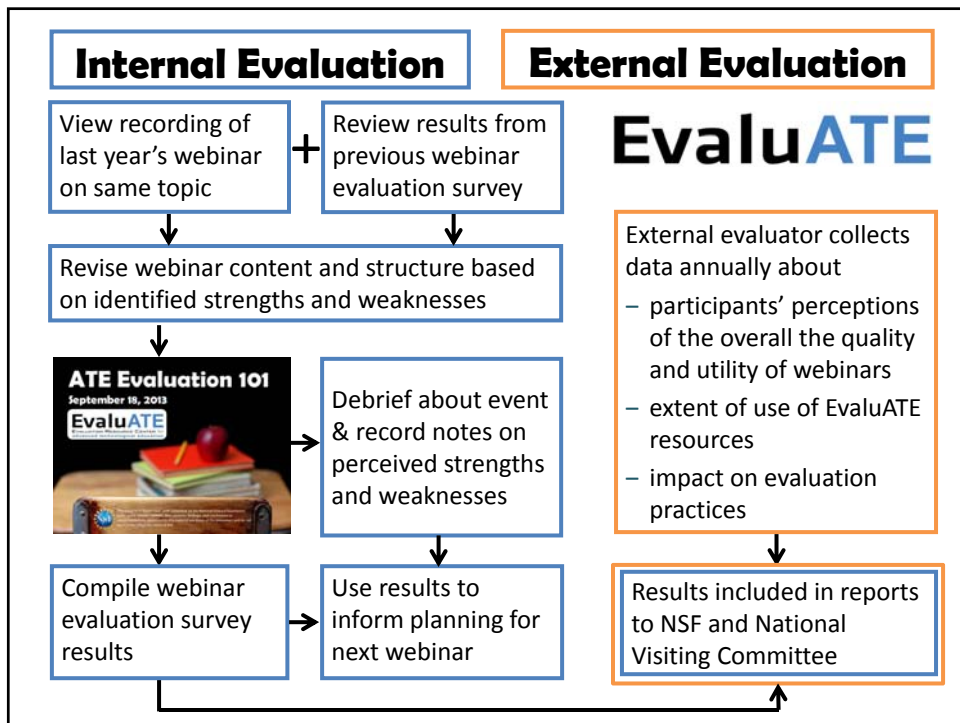
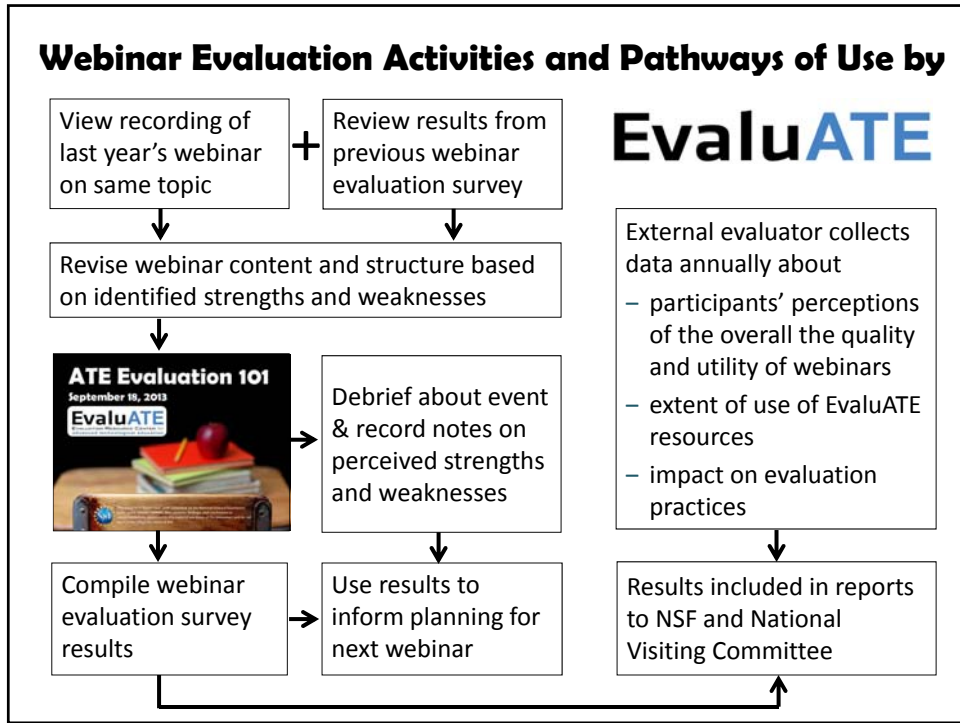


Lori

Student impact data
Workforce impact data



www.atecenters.org



What should we expect to receive from our evaluator?

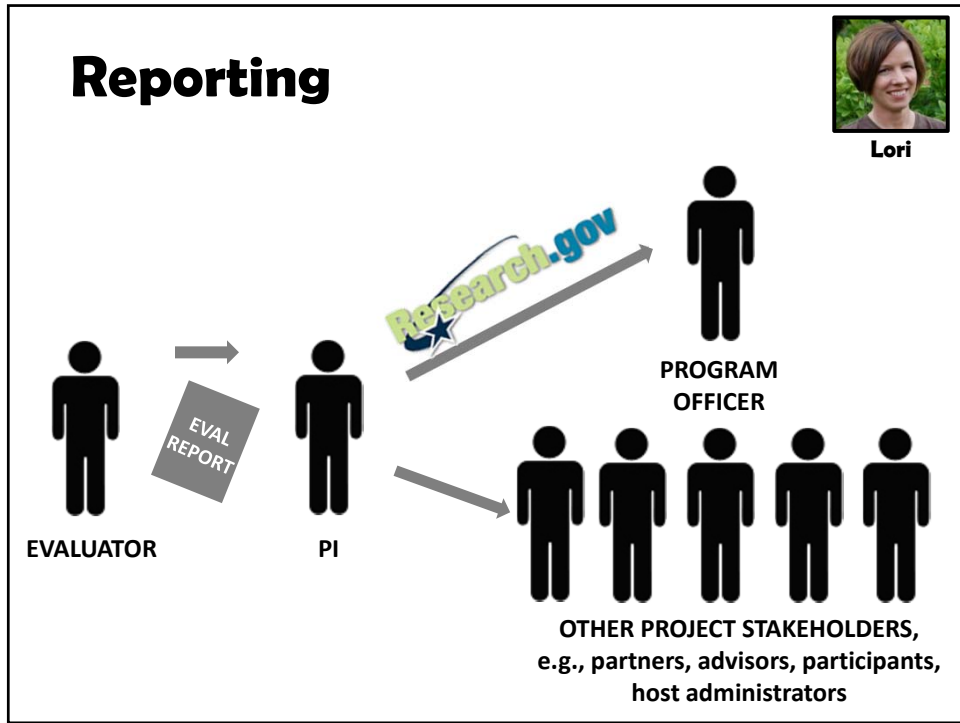
- Detailed evaluation plan
- Opportunities to review and provide feedback on draft plans and materials
- Interim reports
- Annual reports
- Knowledge and insights you could not have obtained on your own



Elements of an Actionable Evaluation Plan

- Purpose of the evaluation
- Questions it will address
- Methods
- Data sources
- Analysis
- Deliverables (instruments, reports)
- Timeline
- Delineation of responsibilities





Time invested in planning clarifying evaluation needs and expectations upfront will pay off later

A photograph showing a group of four business professionals (three women and one man) sitting around a white table in a meeting. They are looking at documents and a laptop. One woman is pointing at a document, another is looking at a laptop, and a third is looking at a document. There are coffee cups on the table.



Communicating Evaluation Needs and Expectations

Elaine Craft



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

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




Communicate

- Needs
- Definitions
- Timeline/deadlines
- Reporting dates





Elaine

Measurable Goals



Determine or confirm metrics for success
Use numbers, not just %
Set benchmarks



Elaine

What and When?

- Schedule annual evaluation activities
- Schedule in advance
- Alert evaluator of any changes



Elaine



Reports from Evaluator

- Be specific about needs
- Be specific about and communicate dates
- Coordinate on timeline to
 - Reduce duplication of effort
 - Promote consistency
 - Prevent going crazy



Elaine



Project Starting Date



Elaine

NO. / CLOSING DATE (Indicate the month and year for a program as well as the month and year for NSF 11-1)		FOR NSF USE ONLY	
10/20/11		NSF PROPOSAL NUMBER	
UNIT(S) (Indicate the month and year for a program, division, etc.)		1204463	
PIES	DIVISION ASSIGNED	FUND CODE	DUNS# (Data Universal Numbering System)
	11040000 DUE	7412	078052313
OR SHOW PREVIOUS AWARD NO. IF THIS IS		IS THIS PROPOSAL BEING SUBMITTED TO ANOTHER FEDERAL AGENCY? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> IF YES, LIST ACRONYM(S)	
<input type="checkbox"/> A RENEWAL			
<input type="checkbox"/> AN ACCOMPLISHMENT-BASED RENEWAL			
SHOULD BE MADE	ADDRESS OF AWARD ORGANIZATION, INCLUDING 9 DIGIT ZIP CODE		
	Florence-Darlington Technical College 2715 W. Lucas St. Florence, SC, 295010548		
College	ADDRESS OF PRIMARY PLACE OF PERF, INCLUDING 9 DIGIT ZIP CODE		
	Florence-Darlington Technical College SC, 295020548, U.S.		
Apply	<input type="checkbox"/> SMALL BUSINESS	<input type="checkbox"/> MINORITY BUSINESS	<input type="checkbox"/> IF THIS IS A PRELIMINARY PROPOSAL THEN CHECK HERE
	<input type="checkbox"/> FOR-PROFIT ORGANIZATION	<input type="checkbox"/> WOMAN-OWNED BUSINESS	
Connect: Leadership Development and Outreach Initiative for			
PROPOSED DURATION (1-60 MONTHS)	REQUESTED STARTING DATE	SHOW RELATED PRELIMINARY PROPOSAL NO. IF APPLICABLE	
36 months	09/01/12		
PROPOSAL INCLUDES ANY OF THE ITEMS LISTED BELOW			
<input type="checkbox"/> HUMAN SUBJECTS (SPG II.D.7) Human Subjects Assurance Number _____			
SPG II.C.1.e) Exemption Subsection _____ or IRB App. Date _____			
INTERNATIONAL COOPERATIVE ACTIVITIES: COUNTRY/COUNTRIES INVOLVED (SPG II.C.2.j)			

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



Elaine

Student Database

- Captured data: optional versus required

Integrated Postsecondary Education Data System (IPEDS)

- Limitations of first-time, full-time (FTFT) freshmen cohorts



Planning & Mining



Elaine

Baseline data

Your cohort

Common definitions

Snapshot dates



Example

Project Goal

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



Example

Decisions to Make

- If woman and minority?
- What credentials?
- Target increase # or %?
- From when to when?



Example

Project Objective

+ 30 women and/or minority graduates in 3 years

No adverse impact on other related programs

Data decisions:

- Reporting year
- Racial/ethnic definition
- Gender diversity vs. minority



Elaine

Example

Baseline data

- 3-5 years of graduates

Data elements

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

Snapshot dates

Comparisons



Elaine

Questions

Data

Conclusions

Recommendations

Connecting the Dots for an Effective Evaluation

November 20, 2013

EvaluATE
EVALUATION RESOURCE CENTER for
advanced technological education

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

Strategies for Meaningful Interpretation of ATE Evaluation Data

Preconference workshop at the
ATE Principal Investigators Conference

October 23, 2013

EvaluATE
EVALUATION RESOURCE CENTER for
advanced technological education

This material is based upon work supported by the National Science Foundation under Grant No. 1204683. The content reflects the views of the authors and not necessarily those of NSF.

See You at the ATE PI Conference!



Krystin

Krystin Martens **Lori Wingate** **Rachael Bower** **Elaine Craft**



EvaluATE **ATECENTRAL** **MENTOR CONNECT**



EvaluATE
EVALUATION RESOURCE CENTER for
advanced technological education

outcomes impact
process evaluation
search

www.evalu-ate.org

- Resource Library
- Evaluator Directory
- Events (including past webinars)
- Newsletters

